College & Career Readiness Anchor	Sixth Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and
Standards				Indirect)
Anchor Standards for Reading	6th Grade Reading Standards for Reading:			
	Literature			
Cey 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			
xplicitly and to make logical inferences from it; cite	says explicitly as well as inferences drawn from the text.		Literature studies, writing portfolio styles, summary writing	
pecific textual evidence when writing or speaking to upport conclusions drawn from the text.			styles, written research in different curricular areas.	
2. Determine central ideas or themes of a text and	2.Determine a theme or central idea of a text and how it is		styles, written research in unierent curricular areas.	
nalyze their development; summarize the key	conveyed through particular details; provide a summary of		Literature studies, writing portfolio styles, summary writing	
upporting details and ideas.	the text distinct from personal opinions or judgments.		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		Literature studies, writing portfolio styles, summary writing	
leas develop and interact over the course of a text.	in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		styles, written research in different curricular areas. Story time	
	respond or change as the plot moves toward a resolution.		line.	
			line.	
raft and Structure	Craft and Structure	Craft and Structure	Craft and Structure	
. Interpret words and phrases as they are used in a	4. Determine the meaning of words and phrases as they			
ext, including determining technical, connotative,	are used in a text, including figurative and connotative		Word study , nomenclature, dictionary research. vocabulary	
nd figurative meanings, and analyze how specific	meanings; analyze the impact of a specific word choice on		workshop, literary analysis cards, thesaurus work, command	
vord choices shape meaning or tone. 5. Analyze the structure of texts, including how	meaning and tone. 5. Analyze how a particular sentence, chapter, scene, or		cards.	
pecific sentences, paragraphs, and larger portions	stanza fits into the overall structure of a text and			
f 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,	
elate to each other and the whole.	plot.		command cards, literary analysis, story boards.	
. Assess how point of view or purpose shapes the	6. Explain how an author develops the point of view of the			
ontent and style of a text.	narrator or speaker in a text.			
tegration 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,			
diverse media and formats, including visually and	drama, or poem to listening to or viewing an audio, video,			
quantitatively, 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			
. Decircleate and evaluate the argument and	perceive when they listen or watch. 8.(Not applicable to literature)		Literary and cultural studies.	
pecific claims in a text, including the validity of the	o.(Not applicable to literature)			
easoning as well as the relevance and sufficiency of				
ne evidence.				
. Analyze how two or more texts address similar	9. Compare and contrast texts in different forms or genres			
hemes 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	
	topics		Effective studies. Verifi diagrams, rimelines	
lange 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	
		Complexity	. ,	
Read and comprehend complex literary and	10. By the end of the year, read and comprehend literature,			
nformational texts independently and proficiently.	including stories, dramas, and poems, in the grades 6–8		Literary studies. genre studies. Venn diagrams, Timelines.	
	text complexity band proficiently, with scaffolding as needed at the high end of the range.		nomenclature cards. Readers Theater.	
College & Career Readiness Anchor	Sixth Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and
standards		3.13.1113		Indirect)
	6th Grade Reading Standards for Informational			
	Text:			
	Key Ideas and Details	Key Ideas and Details	Key Ideas and Details	
	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		nomencaca e carasi	
	through particular details; provide a summary of the text		Literary studies. genre studies. Venn diagrams, Timelines.	
	distinct from personal opinions or judgments.	I	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		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,		word stady science experiments:	
	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.	
		1	jexperiments.	
	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	
	7. Integrate information presented in different media or		3	
	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.	1	taxonomy.	
	8. Trace and evaluate the argument and specific claims in a		taxonomy.	
	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		Experiments, research, oral and written presentations,	
	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.	
	biography on the same person).	Į.	incorporating verni diagrams.	
	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text	Range of Reading and Level of Text Complexity	
		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		literature portfolio and literature circles. Evaluation of complex	
	the range.		material and literature.	
College & Career Readiness Anchor	Sixth Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and
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	
Write arguments to support claims in an analysis	Write arguments to support claims with clear reasons	Text Types and Furposes	Text Types and Turposes	
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			
and relevant and samelent 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	
	from the argument presented.		of complex material and literature and experiments.	
	<u> </u>			

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	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, 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.			
	experiences or events.			-
Production and Distribution of Writing	Producation and Distribution of Writing			
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.)			
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.			
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	I		
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,	
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.			

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").			
	reaction and evidence from elamo that are flet p	!		
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	Sixth Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and
Standards	OIALII OI aug OOILE Stailuai us	Learning Activity	montesson materials	Indirect)
	Cth Crede Language Arte Standards Consider a			munect)
Anchor Standards for Speaking and	6th Grade Language Arts Standards: Speaking &			
Listening	Listening	ı		
Comprehension and Collaboration 1. Prepare for and participate effectively in a range of	Comprehension and Collaboration 1. Engage effectively in a range of collaborative		T	Г
conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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 discussions. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration			
Integrate and evaluate information presented in	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. Interpret information presented in diverse media and			
diverse media and formats, including visually,	formats (e.g., visually, quantitatively, orally) and explain			
quantitatively, and orally.	how it contributes to a topic, text, or issue under study.			
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	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.			
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.			
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	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	T		
Contentions of Standard English	CONTONICONS OF Clandard English	1		

Demonstrate command of the conventions of	1. Demonstrate command of the conventions of standard			
standard English grammar and usage when writing or	English grammar and usage when writing or speaking.			
speaking.	Ensure that pronouns are in the proper case (subjective,			
opeaking.	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).*	T-1	Books of Consideration FIR Community Consideration	
	Recognize variations from standard English in their own		Parts of Speech Folders, El2 Grammar Symbols, Command	
	and others' writing and speaking, and identify and use	adjectives and pronouns, Conjugate	Cards for Grammar Symbols, Logical Analysis, Big Red Verb	
	strategies to improve expression in conventional		Box, Transitive/Intransitive Doorway, Voices of Verbs,	
	language.*	verb tenses, Create writing portfolio,	Grammar Filling Boxes	
Demonstrate command of the conventions of	2. Demonstrate command of the conventions of standard			
standard English capitalization, punctuation, and	English capitalization, punctuation, and spelling when			
spelling when writing.	writing.			
' ' '	Use punctuation (commas, parentheses, dashes) to set off			
	nonrestrictive/parenthetical elements.*		Daily Oral Language, Word Study/Grammar Study Cards,	
	Spell correctly.		Albanesi Language Command Cards,	
	open correctly.		mbanesi Eangaage Commana Caras,	
Knowledge of Language	Knowledge of Language			
Apply knowledge of language to understand how	Use knowledge of language and its conventions when		Contains by number and contains by structure FTC Direct	
			Sentence by purpose and sentence by structure, ETC Press	
language functions in different contexts, to make	writing, speaking, reading, or listening.		Sentence Analysis command cards, Verb Tense Charts,	
effective choices for meaning or style, and to	Vary sentence patterns for meaning, reader/listener		Albanesi Language Command Cards, Neinhaus Grammar Box	
comprehend more fully when reading or listening.	interest, and style.*		Command Cards, Verbals folders (participles, infinitives and	
	Maintain consistency in style and tone.*		gerunds), Writing Portfolios	
				•
Vocabulary Acquisition and Use	Vocabulary Acquisition and Use			
4. Determine or clarify the meaning of unknown and	4. Determine or clarify the meaning of unknown and			
multiple-meaning words and phrases by using	multiple-meaning words and phrases based on grade 6			
context clues, analyzing meaningful word parts, and	reading and content, choosing flexibly from a range of			
consulting general and specialized reference	strategies.			
materials, as appropriate.	Use context (e.g., the overall meaning of a sentence or			
materiale, de appropriate.	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,		Vocabulary Workshop (Sadlier-Oxford), Spellwell, Word Study	
	thesauruses), both print and digital, to find the		Drawers, Grammar Boxes, Literature/Novel Studies, Basal	
	pronunciation of a word or determine or clarify its precise		Literature Series of choice (Junior Great Books, McGraw-	
	meaning or its part of speech.			
	Verify the preliminary determination of the meaning of a		McMillan, Daybook, SRA, Houghton-Miflin), Novel-Ties, Content	
	word or phrase (e.g., by checking the inferred meaning in		Area Research, Nomenclature Cards (Vital Functions of	
	context or in a dictionary).		Animals, etc)	
5. Demonstrate understanding of word relationships	5. Demonstrate understanding of figurative language, word			
Demonstrate understanding of word relationships and nuances in word meanings.	relationships, and nuances in word meanings.		Vocabulary Workshon (Sadlier-Oxford), Spellwell, Word Study	
	relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in		Vocabulary Workshop (Sadlier-Oxford), Spellwell, Word Study	
	relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context.		Drawers, Grammar Boxes, Literature/Novel Studies, Basal	
	relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g.,		Drawers, Grammar Boxes, Literature/Novel Studies, Basal Literature Series of choice (Junior Great Books, McGraw-	
	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		Drawers, Grammar Boxes, Literature/Novel Studies, Basal Literature Series of choice (Junior Great Books, McGraw- McMillan, Daybook, SRA, Houghton-Miflin), Novel-Ties, Content	
	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.		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	
	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		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	
	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.		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	
	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		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	
and nuances in word meanings.	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)		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)	
and nuances in word meanings. 6. Acquire and use accurately a range of general	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) 6. Acquire and use accurately grade-appropriate general		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) Vocabulary Workshop (Sadlier-Oxford), Spellwell, Word Study	
and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases	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) 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather		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) Vocabulary Workshop (Sadlier-Oxford), Spellwell, Word Study Drawers, Grammar Boxes, Literature/Novel Studies, Basal	
and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening	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) 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase		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) Vocabulary Workshop (Sadlier-Oxford), Spellwell, Word Study Drawers, Grammar Boxes, Literature/Novel Studies, Basal Literature Series of choice (Junior Great Books, McGraw-	
and nuances in word meanings. 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;	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) 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather		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) 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	
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	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) 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase		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) 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	
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	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) 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase		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) 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	
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	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) 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase		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) 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	
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	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) 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase		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) 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	

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			
	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		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			
	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;		Centismal Protractor, Fraction Circles, Geometric Inset Cards, Science	
	manipulate and transform units appropriately when		Experiments, Cooking Projects, Story Problems/Extended Response,	
	multiplying or dividing quantities.		Application within content areas/projects (physics, map studies, economics, etc), Command Cards	
College & Career Readiness Anchor	Sixth Grade CORE Standards: Mathematics	Learning Activity	Montessori Materials	Aim of Materials (Direct and
Standards	Olatil Grado Gortz Starfadi do: Matriolilatico		montocoon materials	Indirect)
Otandards	6th Grade Mathematics Standards: The Number			munecty
	System			
	Apply and extend previous understandings of			
	multiplication and divide fractions by fractions.			
	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		Fraction Circles, Fraction Operation Boards, Fraction Skittles,	
	and multiples.		Student-produced problems, Command Cards	
	Compute fluently with multi-digit numers and find common			T
	factors and multiples.			
	Fluently divide multi-digit numbers using the standard		Test-Tube Division/Racks and Tubes, Division Boards,	

Securious sample transfer adjustment was developed and securious sample and securious sample and exceptionated. Circulationate (Securious Securious) and securious samples are securious securious. Circulationate (Securious Securious) and securious			
decimels sating the standard signothme for each operation. Checkerboand Squarrar (quest to recovariants the board and subdirectands interested scenarial numbers), abbeed in the standard of the standard standard scenarial forcestor? It is all the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of distributionize property to express a sum of two whole numbers 1-100 and the second standard are a multiple of a example, express 36 = 8 x 61 + 21, Apply and standard previous understandings of numbers to a multiple of a example, express 36 = 8 x 61 + 21, Apply and stand previous understandings of numbers to the system of trained numbers. Apply and extend previous understandings of numbers to the system of trained numbers. Apply and extend previous understandings of numbers are used topically the standard previous topical topic	3. Fluently add, subtract, multiply, and divide multi-digit	Yellow Decimal Board, Decimal Checkerboard, Decimal	
4. First the greatest common factor of the whole numbers less than or equal to 100 and the least common multiple of two whole numbers here than or equal to 100 and the least common multiple of two whole numbers here than or equal to 100 and the least common multiple of two whole numbers here than or equal to 100 and the least common multiple of two whole numbers here than or equal to 100 and the least common multiple of two whole numbers with the common factor. For the previous understandings of numbers to the system of greatest and the number of the system of greatest and the numbers of the numbers of the system of greatest and the number of the system of greatest and the number of the system of greatest and the number of the system of greatest and the system			
Left de greatest common feator of two whole manibures of the soft have on responsible to 100 and the lastes of common manibure of the soft hand or service to 100 and the lastes of two whole numbers is set than or equal to 12. Use the distribution of the soft	dominate acting and chantal angertain for each operation		
A. Find the grasses common factor of two whole numbers less than or egist to file and the size common mittigle of distribution property is express a sum of two whole numbers. I will be a minitigate of a strategy of the size and the size of the si			
less than or signal to 150 and the least common multiple of two which is multiple sets than or each to 12. Due the importance of the common sets o		Math Command Cards, Centesimal Protractor	
In who whole numbers less than or equal to 12. Use the indistribution yearpoot to opprase a sum of two whole sum of two sum of two whole sum of two	4. Find the greatest common factor of two whole numbers		
distributive property to capress a sim of two whole numbers - 10-0 with a control not force as multiple of a example, express 36 = 8 as 4 (9 * 2). Apply and extend previous understandings of numbers to the system of recording and previous understandings of numbers to the temporal previous understandings of numbers to the temporal previous understandings of numbers to the temporal previous understandings of numbers are used together to decide the quantities himsy apposite directions of values (e.g., temporature above/below zero, elevation) together to decide the quantities himsy apposite directions of values (e.g., temporature above/below zero, elevation) electric charge), use positive and negative numbers to previous qualities in real-world contexts, explaining the electric charge), use positive and negative numbers to previous qualities in real-world contexts, explaining the electric charge), use positive and negative numbers to previous qualities in real-world contexts, explaining the electric charge a stincal numbers as a point on the number line. Extend number line diagrams and coordinate axes familiar for any previous greates to represent points on the Recognize opposite sides of on the number line, Recognize opposite sides of on the number line, the number lites, fi.g.,(3) = 3, and that 0 is to own opposite. Understand ordering and aboutor value of rational mineral explaining and the proteins are related by refrictions across if read and position integers and other rational numbers on a horizontal or vertical number line diagrams. For example, they are a statement about the relative position integers and their rational numbers on a horizontal or vertical number line diagrams. For example, they are a statement about the relative position integers and their across and the control position integers at statement of organic line. In control of the points are related by refrictions across in the number line, comment of organic line and the position of two numbers of an account balance and the position of	less than or equal to 100 and the least common multiple of		
distributive property to capress a sim of two whole numbers - 10-0 with a control not force as multiple of a example, express 36 = 8 as 4 (9 * 2). Apply and extend previous understandings of numbers to the system of recording and previous understandings of numbers to the temporal previous understandings of numbers to the temporal previous understandings of numbers to the temporal previous understandings of numbers are used together to decide the quantities himsy apposite directions of values (e.g., temporature above/below zero, elevation) together to decide the quantities himsy apposite directions of values (e.g., temporature above/below zero, elevation) electric charge), use positive and negative numbers to previous qualities in real-world contexts, explaining the electric charge), use positive and negative numbers to previous qualities in real-world contexts, explaining the electric charge), use positive and negative numbers to previous qualities in real-world contexts, explaining the electric charge a stincal numbers as a point on the number line. Extend number line diagrams and coordinate axes familiar for any previous greates to represent points on the Recognize opposite sides of on the number line, Recognize opposite sides of on the number line, the number lites, fi.g.,(3) = 3, and that 0 is to own opposite. Understand ordering and aboutor value of rational mineral explaining and the proteins are related by refrictions across if read and position integers and other rational numbers on a horizontal or vertical number line diagrams. For example, they are a statement about the relative position integers and their rational numbers on a horizontal or vertical number line diagrams. For example, they are a statement about the relative position integers and their across and the control position integers at statement of organic line. In control of the points are related by refrictions across in the number line, comment of organic line and the position of two numbers of an account balance and the position of	two whole numbers less than or equal to 12. Use the		
Inumbers 1-100 with a common factor as a multiple of a learn of two whole numbers with no common factor. For previous understandings of numbers to the system of reads. Pack Families, Command Cards. Apply and extend previous understandings of numbers to the system of reads. Pack Families, Command Cards.			
sum of two whole numbers with no common factor. For example, spreases \$4 = 8 at 9 (4 > 2, Apply and extend results of the system of related numbers. Apply and extend previous methods of mumbers to the system of related numbers. S. Understand previous methods of related to the system of related numbers. S. Understand positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., supreparate published are no, westoon electric charge); use positive and negative numbers to relate (e.g., supreparate published are no, westoon electric charge); use positive and negative numbers to represent quantities in relative discontacts, explaining the common of the number of represent quantities in relative discontacts, and conditionate axes familiar from previous grades to represent position of the number of the system of the number in the system of the number in the system of the number is not position. Recognize opposite signs of number as a indicating locations on opposite sides of 0 on the number is not position. Understand signs of numbers in ordered pairs as recognize that when two ordered pairs differ only by signs, the locations of the position are related by reflections across on or both axes. Interpret statements of insequality as statements about the numbers. Interpret statements of insequality as statements about the relative statements of order for regative			
example, express 36 4 8 a. 4 (9 - 2), Apply and extend previous understandings of numbers to the system of the control numbers. Apply and extend previous understandings of numbers to to. 5. Understand hat positive and regative numbers are used together to describe quantities in real-world controls, explaining opposite discretions or values (e.g., Interpreture above/belior zors, elevation or values (e.g., Interpreture above/belior zors, elevation) elevation elevation elevation elevation el control de la con			
previous understandings of numbers to the system of (rational numbers.) Apply and extend previous understandings of numbers to the system of retinoal numbers. Supervisor of the post of retinoal numbers. Supervisor of the post of retinoal numbers. Supervisor of the post of retinoal numbers on a constitution of the post of retinoal numbers. Supervisor of the post of retinoal numbers on a constitution of the post of retinoal numbers on a coordinate plane; which is not only to post of the pos			
Trees, Feet Families, Command Cards Trees, Feet Families, Command Cards		Dag Board 100 Board Bonore Ciava of Erethootones Footon	
Apply and extend previous understandings of numbers to the systems of the programment of the position of values (e.g., temperature abovebablow zero, elevation or temperature abovebablow zero, elevation elevation zero, elevation elevation elevation elevation el control de la co			
this system of rational numbers. S. Understand that positive and negative numbers are used together to describe quantities having opposite directions abovershow sea level, cedificabilits, positive/inegative electric charge); use positive and negative numbers to represent quantities in real-veried contexts, opplaining the Cardio S. Science Experiments and content area applications, Command Cardis. S. Understand a rational number as a point on the number line. Science disprains and coordinates axes familiar from previous grades to represent points on the line and in the plane with negative number confinition. In the plane with negative number confinitions, to continue the line and in the plane with negative number confinitions. In the plane with negative number confinitions in content area as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of or number in the number itself, e.g., —3 –3, and that 0 is its own Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs offer only by signs, the locations of the points are related by reflections across a line of the points are related by reflections across and position pairs are related by reflections across and position represents of the points are related by reflections across and position represents on other rational numbers on a horizontal or vertical number line diagram, find and position pairs of 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 line diagram, located to the right of –3 on a number line diagram, located to the right of –3 on a number line diagram, located to the right of –3 on a number line interpret absolute value of rational numbers as its distance from 0 on the number line; interpret absolute value of order for example, write a located or order for example, write a located or order for exa	rational numbers.	Trees, Fact Families, Command Cards	
the system of rational numbers. S. Understand that positive and negative numbers are used together to describe quantities having opposite directions abovershold was already exhibited bits, positive required in control of the property of the positive of the control of the positive of the number in control of the positive of the posi			
S. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., imprepative abovehalory arty, elevations or values (e.g., imprepative abovehalory arty, elevations or values (e.g., imprepative abovehalory arty, elevations) electric change); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of the sach student. Interest of the second context, explaining the meaning of the second context, explaining the meaning of the second student. Interest of the second context, explaining the meaning of the second context, explaining the meaning of the second context, explaining the number into the line and in the plane with negative number coordinates. Incentions on opposite sides to represent points on the line and in the plane with negative number (explaining recognize that the opposite of the opposite of a number is the number triest (e.g.,0) - 3, and that of is its own understand signs of numbers in ordered pairs and indicating locations in quadratist of the coordinate plane; recognize that when two ordered pairs affer only by signs, one or both axes. In department of the second pairs and horizontal or writch number in ediagram, find and coordinate plane, given and coordinate pl			
together to describe quantities having opposite directions or values (e.g., temperature abovebelow zes levid, creditadelists, positive/negative processing services (e.g., temperature) abovebelow zes levid, creditadelists, positive/negative processing quantities in real part and content area substance. 6. Understand a rational number as a point on the number 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 necessary and the plane with negative number coordinates. Recognize opposite signs of numbers is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite. Understanding of the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite. Understanding of the opposite of the opposite of a number is the number itself, e.g., -(-4) = 3, and that 0 is its own opposite. Understanding of the opposite of the opposite of numbers on a 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. 9. One of the points are related by reflections across one or both axes. 10. One of the points are related by reflections across one or both axes. 10. One of the points are related by reflections across one or both axes. 10. One of the points are related by reflections across one or both axes. 10. One of the points are related by reflections across one or both axes. 10. One of the points are related by reflections across one or both axes. 10. One of the points are related by reflections across one or both axes. 10. One of the points of the opposite and other rational numbers on a number of the points of the opposite of t			
or values (e.g., temperature abovablow zero, elevation abovebrelow sea level, creditableths, positive/regative electric, charge); use positive and negative numbers to electric, charge); use positive and negative numbers to electric, charge); use positive and negative numbers of meaning of 0 in each situation contents, applaining the meaning of 0 in each situation contents, applaining the electric and the properties of the positive of the positive of the positive of the positive of a number as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is an indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is an indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, one or both axes. Indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, one or both axes. Find and position inspers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs or related by reflections across in the position of the positive of the positi	5. Understand that positive and negative numbers are used		
or values (e.g., temperature abovablow zero, elevation abovebrelow sea level, rectification, solitive graphs with the search of the control o	together to describe quantities having opposite directions		
abovebelow sea level, credits/debits, positive/negative sleeter charge); use positive of manges or unmbers to represent quantities in real-world contexts, explaining the Grant charges or the context of	or values (e.g., temperature above/below zero. elevation		
electric charge); use positive and negative numbers to represent quantities in relavond contexts, explaining the meaning of 0 in each situation. G. Understands a rational numbers as a point on the number of the content of the cont			
represent quantities in real-world contexts, explaining the meaning of in each situation. 6. Understand a rational number as a point on the number line. Extend number line diagrams and confinate sease line. Extend number line diagrams are confinate sease line and in the plane with negative number coordinates. Recognize opposite signs of numbers as indicating locations on opposite dises of 0 on the number line; treatment line and in the plane with negative number coordinates. Recognize opposite signs of numbers as indicating locations on opposite dises of 0 on the number line; treatment line and lin		Positive/Negative Snake Game, Number Lines, Thermometers.	
meaning of 8 in each situation. 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 Recognize opposite signs of numbers as Indicating locations on opposite sides of 0 on the number line; recognize that the opposite of a number is the number itself, e.g., "—30 = 3, and that is its own Understand signs of numbers as Indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two 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 of thost axes. In the coordinate plane. The coordinate plane is the properties of the properties of the properties of the properties of the position pairs of integers and other rational numbers on a coordinate plane. The coordinate plane. The coordinate plane. The coordinate plane. The destination of the point of the properties of the pro			
G. Understand a rational number as a point on the number line. Extend number line diagrams and coordinates are familiar from provious grades to represent points on the line and in the plane with negative number coordinates. In the plane of the plane			
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 or the number in line (actions on opposite sides of the number in the number in the number is of the number is ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two 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 in the locations of the points are related by reflections across in the locations of the points are related by reflections across in the locations of the points are related by reflections across in the location of the points are related by reflections across in the location of the points are related by reflections across in the location pairs of integers and other rational numbers on a nordinate plane. 7. Understand drording and absolute value of rational numbers on a coordinate plane. 7. Understand ordering and absolute value of rational numbers on a number line diagram. For example, integers -3 > -7 as a statement shoult the relative position of two numbers on a number line diagram. For example, integers -3 > -7 as a statement than -3 is located to the right of -7 on a number line diagram. For example, integers -3 > -7 as a statement and the properties of the relative position of two numbers on a number line diagram. For example, or the number line riter of the ordinate of -3 of locations and the number line riter of the ordinate of -3 of locations are also of the ordinate of -3 of locations are also of the ordinate of -3 of locations are also of the ordinate of -3 of locations are also of the ordinate of -3 of locations are also of the ordinate of -3 of locations are also of the ordinate of -3 of locations are also of the ordinate		Curus	
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 a number is the number itself; e.g., —(3) = 3, and that 0 is its own understanding coations in quadrants of the coordinate plane; recognize that when two 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 coordinate plane; and other rational numbers on a coordinate plane. 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 an number line ordered from left to right. Interpret statements of inequality as statements of order for rational numbers. Interpret statements of inequality as istatements of order for rational numbers. Interpret statements of inequality as istatements of order for rational numbers. Interpret statements of inequality as istatements of order for rational numbers. Interpret statements of inequality as istatements of order for rational numbers as its distance from 0 on the number line; interpret absolute value or a spain statements of order for rational numbers. Interpret statements of order for rational numbers as its distance from 0 on the number in rational numbers as its distance from 0 on the number line; interpret absolute value or magnitude for a positive or negative quantity in a real-world contacts. For example, or as account balance loss than -30 coloss than example or the statements about order. For example, preceptive that an account balance loss tha			
line and in the plane with negative number coordinates. Recognize 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 Understand signs of numbers are offered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two 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 of both axes. One of both axes. Indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs and offer relational types of the points are related by reflections across one or both axes. Interpret laterates of the points are related by reflections across one or both axes. Interpret laterates of inequality as statements about the interpret sistements of inequality as statements about the interpret sistements of inequality as statements about the interpret sistements of inequality as statements about the interpret sistement of or on animabre in early order from left to right. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write and of the points are all the number line; interpret abouted on the right of row nomities on a number in deligram. For example, or press the fact that all of the number line; interpret abouted to the right of row nomities on a number in deligram. For example, or press the fact that all of the number line; interpret abouted was as magnitude for a positive or negative quantity in a real-world statements about order. For example, recognize that an account balance less than 30 dollars represents a dobt Distinguish companisons of abouted value from statements about order. For example, recognize that an account balance less than 30 dollars represents a dobt			
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., r-(3) = 3, and that 0 is its own opposite. In the number itself, e.g., r-(3) = 3, and that 0 is its own opposite. In the control 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 horizontal or vertical number in diagram; find and position pairs of integers and other rational numbers on a horizontal or vertical number in diagram. For pairs and 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 ordered from left to right. Write, insumbers in real-world controls. For example, write -3 of 3 > 7 of 0 to express the fact that -3 of is warmer than -7 of C. Understand the absolute value of a rational number as its distance from 0 not the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world studies. For example, write -30 of 3 or 5 or a account balance of -30 to the number line; interpret absolute value as magnitude for a positive or negative value from statements about order. For example, recognize that an account balance less than -30 dollars represents a dobt			
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 aside only by signs, 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. 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. Interpret statements of inequality as statements drom left to right. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write -3 oc > -7 oc C. 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 number of the positive or regative quantity in a number of the positive or regative quantity in a number of the positive or regative quantity in a number of the positive or regative quantity in a number of the positive or regative quantity in a number of the positive or regative quantity in a number of the positive or regative quantity in a number of the positive or regative quantity in a number of the positive or regative quantity in a number of the positive or regative quantity in a number of the positive or regative quantity in a number of the positive or regative quantity in a number of the positive or regative quantity in a number of the positive or regative quantity in a number of the positive or regative quantity in a number of the positive or regative quantity in a number of the positive or regative quantity in a number of the positive or regative quantity in a number of the positive or regative quantity in a numbe			
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 weritcal number line diagram; find and a horizontal or weritcal number line diagram; find and numbers on a coordinate plane. 7. Understand ordering and absolute value of rational numbers on a coordinate plane. 8. 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 of the debt in dollars. Distinction of a basolute value of a rational number is a statement that or a real-world situation. For example, recognize that an account balance of -30 dollars, write -30 to describe the size of the debt in dollars. Distinguish comparisons of absolute value form statements about order. For example, recognize that an account balance less than -30 dollars expressions adott			
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 on the points are related by reflections across on the point of the points are related by reflections across on the point of the points are related by reflections across on the point of the points are related by reflections across on the point of the points are related by reflections across on the point of the points are related by reflections across on the point of the points are related by reflections and horizontal or vertical number ine diagram, find and position pairs of integers and other rational numbers on a coordinate plane. 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 – 2 – 2 as a statement what – 3 is not to the point of the point			
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 writcal number line diagram, find and position pairs of integers and other rational numbers on a horizontal or writcal number on a position pairs of integers and other rational numbers on a number line diagram, find and position pairs of integers and other rational numbers on a number line diagram. For example, integrate, a sate as a statement shout the relative position of two numbers on a number line diagram. For example, integrate, a sate as a statement with a size of the relative position of two numbers on a number line diagram. For example, integrate, 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; integrate absolute distance from 0 on the number line; integrate absolute of a stational number as its distance from 0 on the number line; integrate absolute of a stational number as its debt in diollars. Distinguish comparisons of absolute value from statements about order. For example, for an account balance of -30 dollars, write -30 dollars represents a debt	recognize that the opposite of the opposite of a number is		
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. 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 order form left to right. With, interpret, and explain statements of order for mal-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 collars, 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	the number itself, e.g., -(-3) = 3, and that 0 is its own		
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. 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 o > -7 o C to express the fact that -3 o C is warmer than -7 o C. 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. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt	opposite.		
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. 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 o > -7 o C to express the fact that -3 o C is warmer than -7 o C. 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. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt	Understand signs of numbers in ordered pairs as		
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. 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 –3 od localrs, 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 loss than –30 dollars represents a debt	indicating locations in guadrants of the coordinate plane:		
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. 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 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 -3 o 30 to describe the size of the dobt 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			
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. 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 of c -7 of to express the fact that -3 of c is warmer than -7 of. 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 -3 od Odlars, 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			
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. 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 o C > -7 o C 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 oldinars, write –30 oldinars, write –30 oldinars, write –30 oldinars, write –30 oldinars, or example, for on a scount balance of –30 oldinars, write –30 oldinars, or example, recognize that an account balance for statements about order. For example, recognize that an account balance less than –30 oldinars represents a debt			
horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. 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			
position pairs of integers and other rational numbers on a coordinate plane. 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, or an account balance of -3 ol oldiars, write -30 = 30 to describe the size of the debt in dollars. Distinguish comparisons of absolute value from statements about order. For example, rore cognize that an account balance less than -30 dollars represents a debt			
coordinate plane. 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 riender 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. 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 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		Number Lines Negative Spake Came Word Broblems	
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			
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 repeats a debt		Commanu Carus,	
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			
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			
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			
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			
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			
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	located to the right of -7 on a number line oriented from		
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	left to right.		
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	Write, interpret, and explain statements of order for		
-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			
-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			
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			
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			
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			
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			
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			
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			
Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt			
statements about order. For example, recognize that an account balance less than –30 dollars represents a debt			
account balance less than –30 dollars represents a debt			
greater than 30 dollars.			
	 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	Sixth Grade CORE Standards: Mathematics	Learning Activity	Montessori Materials	Aim of Materials (Direct and
	Sixtii Grade CORE Standards. Mathematics	Learning Activity	Wiontesson Waterials	,
Standards				Indirect)
	6th Grade Mathematics Standards: Expressions			
	and Equations			
	Apply and extend previous understandings of arithmetic to			
	algebraic expressions.			
	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		Calus, Deau Dais	
	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		Fact Families, Algebraic Decanomial, Story of the Kings, Cubing	
	equivalent expression 6 (4x + 3y); apply properties of		Materials, Colored Counting Bars, Binomial Squares and	
			Trinomial Squares, Bead Cabinet, Albanesi Math Command	
	operations to y + y + y to produce the equivalent			
	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, Coemetric Incets Cabinet, Battern	
	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.	l	Decanomial,	
] [B	I		
	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 Conda Touthard	
	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			
	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			
	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			
	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		Command Cards, Textbook supplements, Practical Application	
	between distance and time.		(physics, science experiments)	
Callana & Carear Bandings Anahar	Sixth Grade CORE Standards: Mathematics	L coming Activity		Aire of Materials (Direct and
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			
	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		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			
	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		Volume Cubes, volume Containers, rive reliow Frishis,	
	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		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
Standards				Indirect)
	6th Grade Mathematics Standards: Statistics and			
	Probability			
	Develop understanding of statistical variability			
	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		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		Content Areas, Charts and Graphs,	
1				
	Istatistical duestion has a distribution which can be			
	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,	
_	1.5			
	Summarize and describe distributions			
	4. Display numerical data in plots on a number line,		Considerated To the electronic backs are assumed and	
	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.	
College & Career Readiness Anchor	Sixth Grade CORE Standards: History/Social	Learning Activity		Aim of Materials (Direct and
Standards	Studies			Indirect)
	Standards for History/Social Studies for Grades			,
	6-8			
	Key Ideas and Details			
	Cite specific textual evidence to support analysis of primary			
	and secondary sources.		Research	
	Determine the central ideas or information of a primary or		Research	
	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		time-lines , nomenclature cards, civilizations studies,	
	interest rates are raised or lowered).		imaginary island, Research, economy studies related to the	
			continent studies.	
	1			
	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		Time-lines, research, nomenciature cards,	
	or purpose (e.g., loaded language, inclusion or avoidance of		Literature studies / discussions of research topics, current	
	particular facts).		event studies.	
		•	<u>'</u>	•
	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.	
	Distinguish among fact, opinion, and reasoned judgment in a		Literature studies / discussions of research topics, current	
	text.		event studies.	
	Analyze the relationship between a primary and secondary		Literature studies / discussions of research topics, current	
	source on the same topic.		event studies.	
	1			
	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			
O-H R O Dii A I	independently and proficiently.	La a sura lua sur A a Alia sida a	Mandana ai Matariala	Aire of Materials (Direct on 1
College & Career Readiness Anchor		Learning Activity	Montessori Materials	Aim of Materials (Direct and
Standards	Technical Subjects			Indirect)

Standards for History/Social Studies for Grades 6-8 Key Ideas and Details 1. Citie specific textual evidence to support analysis of science and technical texts. 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. Experiments, using the scientific method. Craft and Structure	
Text Text	
1. Čite specific textual evidence to support analysis of science and technical texts. 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 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	
1. Čite specific textual evidence to support analysis of science and technical texts. 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 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	
and technical texts. 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 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	
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 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	
an accurate summary of the text distinct from prior knowledge or opinions. 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. Experiments, using the scientific method.	
or opinions. 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	
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	
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	
tasks. Experiments, using the scientific method. Craft and Structure 4. Determine the meaning of symbols, key terms, and other	
Experiments, using the scientific method. Craft and Structure 4. Determine the meaning of symbols, key terms, and other	
Craft and Structure 4. Determine the meaning of symbols, key terms, and other	
4. Determine the meaning of symbols, key terms, and other	
4. Determine the meaning of symbols, key terms, and other	
4. Determine the meaning of symbols, key terms, and other	
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. 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.	
graphic organization and occurrent 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 Research, experiments, oral and written presentations, time	
words in a flowchart, diagram, model, graph, or table).	
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.	
	-