

**OASIS Grade 6**  
**Check Lists of Target Based Learning Activities**  
 English Language Arts, Math, Fine Arts, Fitness/Health  
 (Social Studies and Science are in separate documents on the OASIS web site.)

**Learning Targets are grouped in topics, not in order of mastery.**

**English Language Arts**  
**Grade 6**

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key:          ■ These items are Learning Standards          → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p>Literature Reading (Fiction)          Key Ideas and Details          ■ Gather key ideas and details from a variety of grade level texts          → Cite evidence from a text to support analysis of specific content and inferences          → Determine the theme or main idea of a text; explain in detail how it is conveyed; summarize text without personal opinion or judgment          → Describe how a story's or drama's plot unfolds over chapters or scenes, and how characters respond to events</p> <p>Craft and Structure          ■ Analyze the structure of texts including word meaning and author's purpose          → Determine meaning of words and phrases in a text, including figurative and nuanced meaning; analyze how a specific word can effect sentence meaning          → Analyze how parts (chapters, scenes, sentences) of a text fit into the overall structure of a text, and contribute to the plot, setting or theme          → Describe how an author develops the point of view of the narrator or speaker in a text</p> <p>Integration of Knowledge and Ideas          ■ Compare and contrast content from various sources on the same topic          → Compare and contrast reading a story, drama or poem to viewing the video or stage play of the text          → Compare and contrast text in different forms or genres (e.g. stories and poems, fantasy stories and historical novels), especially when they address similar themes and topics</p> <p>Range of Reading and Level of Text Complexity          ■ Read and comprehend grade-level literary text independently          → By the end of the year, demonstrate the ability to read and comprehend literature (stories, dramas, poetry) in the sixth to eighth grade band proficiently</p>
	<p>Informational Reading (Non-Fiction)          Key Ideas and Details          ■ Gather key ideas and details from a variety of grade level texts          → Cite textual evidence to support analysis of explicit content and inferences          → Determine main idea of a text; provide a summary of the text without personal opinion or judgment          → Analyze in detail how a key individual, even or idea is introduced and described in a text</p> <p>Craft and Structure          ■ Analyze the structure of texts including word meaning and author's purpose          → Determine meaning of words and phrases in a text, including figurative and nuanced meaning          → Analyze how a section (e.g. sentence, paragraph) fits the overall text structure and development of ideas          → Determine author's point of view or purpose and how it is conveyed</p> <p>Integration of Knowledge and Ideas</p>

	<ul style="list-style-type: none"> <li>■ Compare and contrast content from various sources on the same topic</li> <li>→ Integrate information from different formats (e.g. words, images) to understand a topic or issue</li> <li>→ Find and evaluate specific claims in a text; note which are supported by reasons and evidence and those that are not</li> <li>→ Compare and contrast one author's presentations of events with those of another author</li> </ul> <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> <li>■ Read and comprehend grade-level informational text independently</li> <li>→ By the end of the year, demonstrate the ability to read and comprehend information texts at the sixth to eighth grade levels</li> </ul>
	<p>Writing</p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> <li>■ Compose and write clearly and effectively at grade-level in a variety of forms, for a variety of purposes</li> <li>→ Compose and write arguments to support claims with clear reasons, relevant evidence; introduce the claims; organize reasons and evidence, support with clear reasons, evidence, and credible sources; clarify connection between claim and reasons; compose in a formal style; provide a well-connected conclusion</li> <li>→ Compose and write to inform/explain; introduce a topic; organize ideas; include definitions, compare/contrast, or cause/effect; include formatting (e.g. headings); add illustrations, facts, definitions, details, quotations; use linking words (e.g. another, also, because); use vocabulary from social studies or science studies; compose in a formal style; provide a well-connected conclusion</li> <li>→ Compose and write narratives to develop real or imaginary experiences or events; use descriptive language and well structured event sequence; use narrative techniques (e.g. dialogue, pacing, interesting descriptions); use transition words and phrases to convey sequence; use precise words, descriptive details, sensory language; provide a logical, well-connected conclusion</li> </ul> <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <li>■ Plan, revise, edit, rewrite, produce final copy and publish or present written compositions</li> <li>→ Produce clear and coherent writing that is appropriate to task, purpose and audience</li> <li>→ Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</li> <li>→ Use technology, including the internet, to produce and publish writing; to collaborate with others; demonstrate keyboarding skills to type a minimum of three pages in a single sitting</li> </ul> <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> <li>■ Research to gather information and build knowledge, and assess sources for credibility</li> <li>→ Do short research projects to answer a question; use multiple sources; refocus the inquiry as needed</li> <li>→ Gather relevant information from print and digital sources; assess source credibility; quote or paraphrase data and conclusions of others; provide a bibliography of sources</li> <li>→ Apply sixth grade Literature Reading Standards to compositions (e.g. Compare and contrast text in different forms or genres)</li> <li>→ Apply sixth grade Informational Reading Standards to compositions (e.g. Find and evaluate specific claims in a text; note which are supported by reasons and evidence and those that are not)</li> </ul> <p>Range of Writing</p> <ul style="list-style-type: none"> <li>■ Write routinely over extended and shorter time frames, for a variety of purposes</li> <li>→ Write to research, compose, reflect, revise</li> <li>→ Write for a variety of assigned tasks, purposes and audiences</li> </ul>

	<p>Speaking and Listening Comprehension and Collaboration</p> <ul style="list-style-type: none"> <li>■ Prepare for and participate in a range of conversations; build on others' ideas and express own clearly and accurately</li> <li>→ Engage effectively in collaborative discussions about sixth grade topics and texts; prepare for discussions, explore topics and ideas; follow agreed upon rules for discussion, set goals and deadlines, and define roles as needed; ask and answer questions to clarify information, and make comments that contribute to the discussion; review key ideas expressed by participants and recognize multiple perspectives through paraphrasing</li> <li>→ Interpret information from diverse media and formats; explain how it adds to understanding the topic or issue being discussed</li> <li>→ Describe a speaker's claims, sort out those supported by evidence and those not supported by evidence</li> </ul> <p>Presentation of knowledge and Ideas</p> <ul style="list-style-type: none"> <li>■ Present information and supporting evidence so that listeners understand the speakers' reasoning; use digital media and visuals as appropriate to enhance understanding</li> <li>→ Present claims and findings in logical sequence, with relevant facts and details; speak clearly and loud enough, make eye contact with audience</li> <li>→ Add multimedia components (e.g. music, images, graphics) in presentations to clarify information</li> </ul> <p>Adapt speech to tasks; use formal or informal English when appropriate</p>
	<p>Language Conventions of Standard English</p> <ul style="list-style-type: none"> <li>■ Demonstrate grade-level appropriate use of standard English grammar and usage, including those learned in previous years</li> <li>→ Use proper case (subjective, objective, possessive) and intensive (e.g. myself/ourselves) pronouns</li> <li>→ Edit own and others' writing and speaking and use strategies to improve expression in conventional English language</li> <li>→ Use accurate English language capitalization, punctuation and spelling when writing</li> </ul> <p>Knowledge of Language</p> <ul style="list-style-type: none"> <li>■ Use knowledge of language as appropriate for different contexts, including skills learned in previous years</li> <li>→ Vary sentence patterns for meaning and reader interest</li> <li>→ Maintain consistency in style and tone within a composition</li> </ul> <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> <li>■ Develop strategies for learning the meaning of new vocabulary words and figurative language</li> <li>→ With sixth grade reading and content, use resources and a variety of strategies to learn the meaning and pronunciation of new words (e.g. sentence context, prefixes and suffixes, root words, glossaries, dictionaries, thesauruses); verify that word meaning makes sense in context</li> <li>→ Demonstrate understanding of figurative language and nuances in word meanings (e.g. similes, metaphors, idioms, adages, proverbs, antonyms, synonyms, personification)</li> <li>→ Determine precise meaning of similar words (e.g. stingy, economical, thrifty)</li> <li>→ Accurately use grade appropriate general academic, and domain specific words and phrases; verify meaning when necessary to comprehension</li> </ul>

**Mathematics**  
**Grade 6**

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key:  <b>■</b> These items are Learning Standards  <b>→</b> These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p> <p>*** Sources for defining Math vocabulary terms, and skill-based sample problems:  <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a>  <a href="http://mathfun.com/">http://mathfun.com/</a></p>
	<p>Ratios and Proportional Relationships</p> <ul style="list-style-type: none"> <li>■ Understand and use ratio</li> <li>→ Describe a ratio relationship between two quantities; e.g. For every vote candidate A received, candidate C received nearly three votes.</li> <li>→ Use “rate” language in context of a ratio relationship; e.g. We paid \$75 for 15 boxes of oranges, which is a rate of \$5 per box.</li> <li>→ Use ratio and rate reasoning to solve real world and mathematical problems, using tables of equivalent ratios, drawings, equations</li> <li>→ Find missing values in a ratio table, plot pairs of values on a coordinate plane, compare ratios, solve rate problems of unit pricing and constant speed, convert measurements</li> </ul>
	<p>The Number System</p> <ul style="list-style-type: none"> <li>■ Divide fractions</li> <li>→ Interpret and compute quotients of fractions, and solve real world problems with division of fractions by fractions, use visual fraction models and equations</li> <li>■ Compute fluently with multi-digit numbers and find common factors and multiples</li> <li>→ Divide multi-digit numbers</li> <li>→ Fluently add, subtract, multiply and divide multi-digit decimals</li> <li>→ Find greatest common factor of two whole numbers, and least common multiple of two whole numbers</li> <li>■ Work with rational numbers</li> <li>→ Compare positive and negative numbers to: temperatures above/below zero, elevation above/below sea level, etc.</li> <li>→ Demonstrate that a rational number has a point on the number line</li> <li>→ Place pairs of rational numbers in the correct quadrants of the coordinate plane</li> <li>→ Explain ordering and absolute value of rational numbers, using <math>&gt;</math>, <math>&lt;</math>, <math>=</math></li> <li>→ Demonstrate understanding that the absolute value of a number is its distance from 0 on the number line</li> <li>→ Solve real word and mathematical problems by graphing points in all four quadrants of the coordinate plane; use coordinates and absolute value to find distances between points with the same first coordinate on the coordinate plane</li> </ul>
	<p>Expressions and Equations</p> <ul style="list-style-type: none"> <li>■ Algebraic expressions</li> <li>→ Write and evaluate numerical expressions with whole number exponents</li> <li>→ Write and evaluate expressions in which letters stand for numbers</li> <li>→ Define parts of an expression; e.g. sum, term, product, factor, quotient, coefficient)</li> <li>→ Use formulas for solving real world problems</li> <li>→ Use properties of operations when needed to solve problems; e.g. use distributive property to change <math>3(2 + x)</math> to <math>6 + 3x</math>.</li> <li>→ Identify when two expressions are equivalent; e.g. <math>y + y + y = 3y</math></li> </ul>

	<ul style="list-style-type: none"> <li>■ Solve one-variable equations and inequalities</li> <li>→ Use equations and inequalities to solve real world and mathematical problems such as: (<math>26 + n = 100</math>), (<math>12 &lt; 3n</math>), (<math>20 - 1.99 + 6.50 + x</math>), (<math>M \geq \\$80</math>), (<math>x &gt; c</math> or <math>c &lt; x</math>)</li> <li>→ Recognize that inequalities may have infinitely many solutions; represent such solutions on the number line</li>   <li>■ Work with dependent and independent variables</li> <li>→ Analyze the relationship between dependent and independent variables in an equation</li> <li>→ Graph the independent variable on the x-axis and the dependent variable on the y-axis</li> <li>→ Explain how the dependent variable changes when the independent variable is changed (i.e. As the x variable increases, how does the y variable change?)</li> </ul>
	<p>Geometry</p> <ul style="list-style-type: none"> <li>■ Solve real world and mathematical problems involving area, surface area, and volume</li> <li>→ Find the area of right triangles, other triangles, special quadrilaterals and polygons by decomposing the shapes into rectangles and triangles to determine total area.</li> <li>→ Find the volume of a right rectangular prism by packing it with unit cubes and show that volume is the same as would be found with the formula for computing the volume</li> <li>→ Draw polygons in the coordinate plane given the coordinates for the vertices; use coordinates to find the length of a side Create a two dimensional drawing of a three dimensional figure using a “net” made up of rectangles and triangles, then find the surface area of these figures</li> </ul>
	<p>Statistics and Probability</p> <ul style="list-style-type: none"> <li>■ Develop understanding of statistical variability</li> <li>→ Distinguish between statistical questions and those that are not. (Statistical questions allow for differences in responses; e.g. “How tall am I?” is not a statistical question because there is only one answer, and “How tall are the students in my class?” because there are many different responses.)</li> <li>→ Explain the center, spread and overall shape of a set of collected data.</li>   <li>■ Summarize and describe distributions</li> <li>→ Display data in plots on a number line, a dot plot, a histogram, and a box plot.</li> <li>→ Summarize data; record the number of observations, the attribute being measured, methods used, measures of center, spread and shape, variability</li> </ul>

**Fine Arts  
Grade 6**

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key:          ■ These items are Learning Standards          → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p>Knowledge and Skills:          → Learn use and analyze art concepts, vocabulary, skills, and techniques in dance, music, theater and visual arts;          → Examine, create and experience a variety of genres of various artists, cultures and times          → Analyze and practice appropriate performer and audience behaviors in a variety of arts settings and performances</p>
	<p>Creating, Performing/Presenting and Responding:          → Use the creative process (e.g. identify audience and purpose, explore and interpret information from diverse sources, use elements and skills of the arts) in a creative work; self-evaluate and improve as needed; rehearse and refine through evaluation; present work in a performance or exhibition; r          → Reflect upon work and/or performance and set goals for improvement          → Respond to an arts exhibit or performance; describe what was seen, felt and/or heard; analyze the use of elements and skills; interpret meaning; evaluate using evidence and aesthetic criteria</p>
	<p>Communicate Through the Arts:          → Present ideas and express feelings through a variety of artistic genres and styles in dance, music, theater and visual arts          → Create and/or perform an artwork to communicate for a given purpose in dance, music, theatre, and visual arts          → Demonstrate and explain how personal aesthetic criteria are reflected in artworks and/or performances</p>
	<p>Connecting the Arts to Content, Life, Cultures, Work: a          → Apply and analyze personal art works and/or performances          → Apply and analyze skills, concepts, and vocabulary common among and between the arts and other content areas          → Share, apply and analyze how the arts impact personal and community choices          → Compare and share how artistic presentations and performances reflect cultures and traditions          → Identify how arts knowledge, skills and work habits are needed and used in the world of work</p>

**Health and Fitness  
Grade 6**

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key:          ■ These items are Learning Standards          → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p>Physical Fitness:          → Continue to improve physical skills (e.g. when throwing a ball, step with opposite foot, reach back, follow through)          → Perform sequence of step patterns in line dance or cultural dance          → Demonstrate basketball skills including dribbling while preventing opponent from stealing the ball          → Use various levels and pathways in floor hockey          → Apply safety rules and game etiquette; understand space and position in game          → Demonstrate sportsmanship and cooperation          → Identify offensive and defensive strategies          → Give examples of realistic fitness goals and standards for age and gender          → Understand life long physical fitness (e.g. swimming, stair climbing, dance)          → Understand the connection between nutrition and physical fitness (e.g. choose food with less fat, eat healthy portions, note relationship between calories and various activities)</p>
	<p>Health and Safety:          → Recognize and care for physical, social, intellectual and emotional health          → Describe structure and function of major body systems          → Understand how to maintain sexual health throughout life          → Understand hereditary factors that affect growth, development and health (e.g. high blood pressure)          → Recognize need for sleep; explain how to prevent transmitting a cold; know that HIV and other diseases can be transmitted through sexual contact; avoid smoking to prevent heart disease          → Describe wanted and unwanted touch, verbal and non-verbal clues to avoid risky situations; explain risks of sharing personal information through technology; understand and use refusal skills, conflict resolution, anger management, decision making skills          → Recognize emergency situations and get help; use basic first aid          → Know and use stress management skills          → Describe legal and illegal drugs and benefits of being drug-free</p>
	<p>Health and Fitness in Daily Life: i          → Identify how families support healthy choices for each other          → Understand environmental factors that impact health (e.g. air, water, noise, chemical pollution)          → Compare/contrast various diets and advertisements and other fitness media messages          → Use verbal and non-verbal communication skills to maintain positive relationships; demonstrate qualities of a good friend</p>
	<p>Plan for Health and Fitness:          → Set personal goals for healthy changes; create personal health and fitness plan</p>