

## Joplin Schools 6th Grade Readiness Indicators

**Goal 1: Joplin Schools will prepare every learner to be physically, socially, and intellectually ready to take on the challenges in the next level of learning.**

### Physical Readiness:

- Demonstrates mature patterns of locomotor skills in dynamic small sided practice tasks, gymnastics and dance.
- Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball).
- Uses appropriate pacing for a variety of running distances.
- Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern
- Transfers weight in gymnastics and dance environments.
- Performs curling, twisting and stretching actions with correct application in dance, gymnastics and small-sided practice tasks/games environments.
- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.
- Combines actions, balances and weight transfers to create a movement sequence with a partner on equipment/ apparatus.
- Throws (underhand and overhand) using a mature pattern in non-dynamic environments, with different sizes and types of objects.
- Throws (both underhand and overhand) to a large target with accuracy.
- Throws with accuracy, both partners moving.
- Throws with reasonable accuracy in dynamic, small sided practice tasks.
- Catches a batted ball above the head, at chest/waist level and along the ground using a mature pattern in a non-dynamic environment.
- Catches with reasonable one-on-one practice tasks.
- Catches with consistent control with both partners moving. Consistency in dynamic, small-sided practice tasks.
- Combines hand dribbling with other skills.
- Combines foot dribbling with other skills in one-on-one practice tasks.
- Passes with the feet, using a mature pattern, as both partners travel.
- Receives a pass with the feet, using a mature pattern, as both partners travel.
- Hand/foot-dribbles with mature patterns in a variety of small sided game forms.
- Demonstrates mature patterns in kicking and punting.
- Strikes/volleys a ball using a two-hand overhead pattern, sending it upward to a target.
- Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.
- Strikes a pitched ball with a bat using a mature pattern.
- Creates a jumprope routine with a partner, using either a short or long rope.

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Social Readiness:				
Follows Instructions				
Basic Skills	Communication	Collaboration	Critical Thinking	Creativity
<ul style="list-style-type: none"> <li><input type="checkbox"/> Look directly at the person</li> <li><input type="checkbox"/> Respond with positive affirmative that instructions are understood.</li> <li><input type="checkbox"/> Do what you have been asked right away.</li> <li><input type="checkbox"/> Follow-through.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Listens actively and attentively for details/information.</li> <li><input type="checkbox"/> Demonstrates interest in the speaker's message through verbal and nonverbal actions.</li> <li><input type="checkbox"/> Asks questions for comprehension and clarity.</li> <li><input type="checkbox"/> Retells in own words.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow agreed upon norms for respectful discussions and decision making, set by the class.</li> <li><input type="checkbox"/> Exhibits and accepts personal responsibility (safe behaviors, following rules, taking turns)</li> <li><input type="checkbox"/> Takes turns in discussion with partners.</li> <li><input type="checkbox"/> Demonstrates interdependence within a group setting/project.</li> <li><input type="checkbox"/> Works independent of teacher with others in partner environments.</li> <li><input type="checkbox"/> Consistently asks for feedback and accepts and shows appreciation for constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Accepts and implements specific corrective feedback from the teacher.</li> <li><input type="checkbox"/> Provide feedback to peers using defined criteria for assignment/project</li> <li><input type="checkbox"/> Predicts outcomes for following/not following directions.</li> <li><input type="checkbox"/> Continuously monitor behavior against defined criteria and adjust as needed. (PDSA)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks out solutions to unknown from self and others before going to teacher.</li> <li><input type="checkbox"/> Contributes to co construction of success criteria for specific activity in class.</li> <li><input type="checkbox"/> Provides suggestions for revisions against success criteria to peer and praises others for their success in performance.</li> <li><input type="checkbox"/> Interprets and infers based on information being given.</li> </ul>

Greet Others				
Basic Skills	Communication	Collaboration	Critical Thinking	Creativity
<ul style="list-style-type: none"> <li><input type="checkbox"/> Look at person</li> <li><input type="checkbox"/> Use a pleasant voice</li> <li><input type="checkbox"/> Say "Hi" or "Hello"</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Stand up if sitting down</li> <li><input type="checkbox"/> Extend a hand</li> <li><input type="checkbox"/> Smile</li> <li><input type="checkbox"/> Asks others for personal information ("What's Your Name?")</li> <li><input type="checkbox"/> Clear Greeting ("It's Nice to See You.")</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interacts with others ("Would you like to join us?" or Answers personal questions)</li> <li><input type="checkbox"/> Asks others for personal information ("What is your name?")</li> <li><input type="checkbox"/> Confirms comprehension of question with non verbal acknowledgement (smiles, shakes head)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can recognize when a peer is being left out and invites them to join the group.</li> <li><input type="checkbox"/> Makes sound judgments and decisions</li> <li><input type="checkbox"/> Articulates point of view</li> <li><input type="checkbox"/> Differentiates greeting approach for different settings</li> <li><input type="checkbox"/> Demonstrates awareness of hierarchy and use proper names in a group setting.</li> <li><input type="checkbox"/> Continuously monitor behavior against defined criteria and adjust as needed. (PDSA)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knows personal information and can use it as a conversation starter.</li> <li><input type="checkbox"/> Is beginning to use context of environment to start "small talk" (i.e. "The weather is nice today" or "Did you rearrange our desks?")</li> <li><input type="checkbox"/> Can move from small talk to appropriate talk with little transition time</li> </ul>

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### Intellectual Readiness: English Language Arts

- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Describe how a narrator's or speaker's point of view influences how events are described.
- Compare and contrast stories in the same genre(e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,rewriting, or trying a new approach.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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Intellectual Readiness: Mathematics	Mathematical Practices
<ul style="list-style-type: none"> <li>❑ Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</li> <li>❑ Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</li> <li>❑ Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</li> <li>❑ Fluently multiply multi-digit whole numbers using the standard algorithm.</li> <li>❑ Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</li> <li>❑ Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</li> <li>❑ Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</li> <li>❑ Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</li> <li>❑ Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</li> <li>❑ Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</li> </ul>	<ul style="list-style-type: none"> <li>❑ <b>Make sense of problems and persevere in solving them.</b> Make meaning of a problem and develop a plan for solving.</li> <li>❑ <b>Use quantitative reasoning.</b> Make sense of quantities and their relationships using different properties and operations.</li> <li>❑ <b>Construct viable arguments and critique the reasoning of others.</b> Communicate and defend reasoning using drawing and written expression.</li> <li>❑ <b>Model with mathematics.</b> Use tools such as diagrams, flowcharts, and formulas to simplify tasks.</li> <li>❑ <b>Use appropriate tools strategically.</b> Decide which tool will be the most helpful.</li> <li>❑ <b>Attend to precision.</b> Communicate precisely using clear definitions, calculate accurately and efficiently.</li> <li>❑ <b>Look for and make use of structure.</b> Look for patterns, see complicated things as being composed of single or several smaller objects.</li> <li>❑ <b>Look for and express regularity in repeated reasoning.</b> Identify calculations that repeat, look for general methods/shortcuts, maintain oversight of the process, while attending to details, continually evaluate reasonableness of results.</li> </ul> <p><i>Mathematical practices will be taught as learning behaviors throughout all units and applied as developmentally appropriate for the grade level.</i></p>

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- ❑ Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for  $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$ .
- ❑ Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for  $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ .
- ❑ Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $1/3$ -cup servings are in 2 cups of raisins?
- ❑ Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
- ❑ Apply the formulas  $V = l \times w \times h$  and  $V = b \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
- ❑ Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
- ❑ Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
- ❑ Classify two-dimensional figures in a hierarchy based on properties.