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"Educating Georgia's Future"

Extended Content Standards: A Support Resource for the Georgia Alternate Assessment

English Language Arts and Mathematics

Grade 6

2022-2023

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Georgia educators with expertise in teaching students with significant cognitive disabilities

Background

Since the implementation of the Georgia Alternate Assessment (GAA), the Georgia Department of Education has provided teachers with a variety of training and support opportunities related to the state’s content standards and the instruction and assessment of students with significant cognitive disabilities. With the release of the *Extended Content Standards: A Support Resource for the Georgia Alternate Assessment*, teachers will have access to a document outlining skills aligned to the Georgia Standards of Excellence (GSE) for English Language Arts (ELA) and Mathematics for use beginning with the 2018-2019 school year.

Purpose of the Extended Content Standards Resource Guide

The purpose of this resource is to provide guidance to educators in identifying examples of student skills that align to the state’s content standards and, when appropriate, their related indicators. Alignment refers to the connection of the skill through which students will demonstrate what they know and can do, to the content standard expectations for general education students in a given grade. Students with significant disabilities are expected to receive instruction in and gain knowledge and skills as defined by the content standards. However, given their unique needs, they may need to learn these skills differently, in smaller segments, with fewer identified components, at a slower pace, and/or learn skills that would allow the student to access and eventually meet the standard. Aligned skills allow the student to show learning of concepts and constructs within a grade-level standard, even though that learning is not at the level of their general education peers.

Extending content standards is one way to illustrate aligned skills. Through such extensions, skills that align are derived (or “extended”) from the grade level standard. Each extension is an entry point that demonstrates how educators can teach standard-based skills that are both appropriate for the student with disabilities and allow the student to move toward higher levels of learning within the standard. After examining examples of similar resources developed by other states (with special thanks given to the Massachusetts Department of Elementary and Secondary Education), Georgia educators who work with students with significant disabilities worked toward developing extensions for content standards that appear on the GAA 2.0 Blueprint.

This resource is intended to be a support for educators and should be utilized in conjunction with other GAA 2.0 resources. The identification of aligned student skills will assist educators as they choose or develop tasks and materials for instruction and as a support for assessment. However, educators must continue to refine their understanding of the standards, aligned skills, adapted materials, and instructional strategies, to appropriately instruct each student and plan for their assessment. After identifying appropriate skills that align to the standard, activities encompassing the curriculum content and effective instructional strategies must be provided in order for the student to make educational progress. However, the use of this resource does not ensure any particular result or score within the GAA 2.0 assessment.

Overview of Extended Content Standards

Specific skills contained within the extended content standard utilize directional vocabulary. Directional vocabulary relates to the student's observable behavior. This behavior is measurable and will allow the teacher and others to gauge the student's learning within the standard. Each skill also contains verbiage, which focuses on the use of the directional vocabulary within the general education standard. Because of the unique strengths and needs of each student, the skills within these extended standards do not list specific materials or instructional strategies which must be utilized during instruction or assessment.

Levels are included within the Extended Content Standards to show the progression of complexity of skills aligned to the standard. The levels in which skills are listed move from Least Complex (to the far left) to Most Complex (to the far right). The Least Complex level contains skills which are typically thought of as access skills and are appropriate for students with the most significant cognitive disabilities. Skills in this level are targeted for those students who require the greatest degree of adaptation to materials, content, and activities throughout the school, community, and home environment. The Most Complex level contains skills closest to the given general education standard. All skills within a level align to the standard and can show student learning within that standard.

Each skill within one level of a standard extension is distinct, as the skill represents one concept or part of the standard. It is possible to teach an isolated skill within a level, but there are many benefits to teaching multiple skills within and across levels. Students can gain a deeper understanding of a concept when instructed on multiple skills within a level. By teaching skills across levels, students can learn concepts which will lead to an understanding closer to meeting the general education content standard.

Every attempt has been made to make the extended standards complete but not exhaustive. Additional skills, not listed within the resource guide, may align to the standard. Also, skills listed as part of a continuum may have steps between the levels which would be addressed as part of instruction.

Many standards include extensions at the Least Complex (or access) level which are appropriate for students with the most significant disabilities. However, there are standards for which extensions to the access level would alter the educational purpose or the intended learning target to the extent that the connection between the skill and content would be lost and the skill would no longer be aligned. Therefore, there are standards for which no skills are listed at the Least Complex level. This does not preclude the utilization of the same access skills in other standards given appropriate materials within aligned activities. In addition, some skills listed in the Least Complex level may be appropriate for students with the most significant disabilities when appropriate communication supports and manipulatives are provided.

Utilizing Extended Content Standards

Utilizing the Extended Content Standards Resource for Instruction

The extended content standards within this resource are appropriate for assisting educators in identifying skills to teach within *any* standard that is a part of the student's overall educational program. As part of the educational program, more than one skill within a standard/indicator may be identified as a target for instruction. Systems of prompting by the teacher, utilizing cues added to materials, and expanding the number of options for responding (e.g., number of choices given for an answer) are appropriate instructional strategies that support the learning of skills aligned to the standard.

Utilizing the Extended Content Standards Resource for Assessment

The extended content standards are an important resource for both instruction and assessment. Incorporating these extensions into daily instruction will provide opportunities for students to participate in standards-based instruction. It is also important to note that there is a strong linkage between instruction and assessment, as tasks on the GAA 2.0 are aligned to these same extensions.

Providing instruction on the extended content standards does not detract from the importance of individualized instruction, which will continue to be the hallmark of special education. In addition to individualizing instruction on the extended content standards, teachers will need to provide instruction in other skills (e.g., communication, behavioral, life) to meet student needs.

Identifying Current and Possible Future Student Skills

Students for whom these extended standards are appropriate come to the educational experience with different levels of previous experience and learning. A student may have little or no skills related to one standard, and have more skills and knowledge related to another. Likewise, each student within a class will have differences in level of current skills, materials, and supports needed to show learning, and in the rate at which new skills become a part of the student's overall functioning. Therefore, each student should be assessed on targeted standards to evaluate current skill level. Consistent formative assessment will inform next steps for continued student learning.

Implicit Understandings

The ultimate goal for instruction is for the student to become as independent as possible in their completion of the skill(s) identified as aligned to the standards. For the vast majority of students with significant cognitive disabilities, this means that adapted materials which meet the student's cognitive, physical, and sensory needs must be identified, developed, and utilized during instruction and assessment. Implicit in the skills listed for every standard and in any level is the use of adapted materials, assistive technology, and educational/assessment supports which would allow the student to actively participate within the task, gain understanding, and then show what they know and can do.

Additional Considerations

Additional Considerations for Language Extended Content Standards

The Language Extended Content Standards are related to a) the use of conventions of standard English grammar and usage when writing or speaking, b) the use of the conventions of capitalization, punctuation, and spelling when writing, and c) the understanding of specific words/phrases which leads to a better understanding of the text in which they appear. Implicit in the use of these extended content standards is the presentation of **grade-level** adapted text or texts written by the student.

Language 1 and Language 2 standards are presented as a complete standard and do not focus on specific indicators. Skills which relate to specific indicators are included at each level within the standard, as all skills work together to incorporate student skills into the speaking or writing tasks in which the student engages.

For Language Standards, students may utilize adapted communication strategies, adapted text, and/or adapted writing strategies.

Additional Considerations for Reading Foundations and Reading Extended Content Standards

The Reading Foundations and Reading standards relate to the understanding of a given text. The reading standards incorporate two types of text: informational and literature. Skills listed in the Reading Extended Content Standards identify the specific type of text to be utilized within the skill. Implicit in the use of these extended standards is the use of **grade-level** adapted text. The adaptation of text, including the method through which students can answer questions about the text, can include the use of objects, symbols, word-symbol combinations, and high interest/low readability material.

Additional Considerations for Writing Extended Content Standards

The writing standards relate to the development of a text, incorporating ideas provided by the student, which is lasting (versus speaking, which is temporary) and can be read/utilized by others as a single product (versus numbering sentences as part of a worksheet activity). The writing standards refer to different types of writing, including opinion/argumentative, informational/explanatory, or narrative.

The Georgia Standards of Excellence writing standards in grades 3 – 8 and high school include indicators which focus on specific parts of a written piece, such as the introduction or conclusion. However, the Writing Extended Content Standards are presented as a complete standard and do not focus on specific indicators. Skills which relate to specific indicators are included at each level within the standard, as all skills work together to incorporate student work into a complete written text.

Students may produce statements/sentences/written pieces in a variety of ways, based upon their cognitive, physical, and sensory needs. Students may utilize objects, symbols, symbol/word combinations, and/or written words to express ideas. Students may also communicate a statement, verbally or through the use of an AAC device, which is then scribed and included in a piece of writing. However, the fine motor skill of copying or tracing words which were not generated by the student as part of a complete written piece is not aligned to these standards.

Additional Considerations for Speaking/Listening Extended Content Standards

The Speaking/Listening standards relate to the presentation and understanding of ideas presented verbally. Speaking/Listening Extended Content Standards are presented as a complete standard and do not focus on specific indicators. Skills which relate to specific indicators are included at each level within the standard, as all skills work together to allow student participation in discussions within the classroom and school environment. To complete these standards, the most effective and efficient (considered the preferred) mode of communication should be utilized by the student when interacting with others. In addition, communication must be between the student and another individual or group of individuals.

Additional Considerations for Mathematics Extended Content Standards

Students with significant disabilities often require the use of "hands-on" materials in order to understand and express learning in mathematics. Unless otherwise noted, manipulatives which are appropriate for student use, related to the standard, and reflect a real-world application of the concept can and should be provided to and be utilized by the student to show skill.

Understanding the Format of the Extended Content Standards

Samples of the extended content standards are presented on the next two pages. These samples are labeled to show the various parts of the extensions within the resource guide.

Every extension will include:

- Grade, Subject Area, Domain
- Standard Description
- Level
- Extended Content Standard
- Footer

Some extensions will include:

- Indicator Level
- Implementation Text
- Math-specific Definitions

Detailed information related to the Extended Content Standards is found in the Definition of Terms section following the sample.

Understanding the Format of the Extended Content Standards

	Standard Description				
Grade, Subject, Domain ➤	High School : ELA Writing (W)				
Standard Abbreviation ➤	ELAGSE11-12.W.1				
Indicator /Element Letter ➤	c.				Indicator / Element Description ←
Level ➤	Least Complex			Most Complex	Level ←
Implementation Text ➤	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>				
Extended Content Standards ➤	Make a differentiated response to identify an object or a word/phrase/clause used to clarify the relationships between claim(s) and reasons.	Identify a word/phrase/clause used in a sentence to clarify the relationships between claim(s) and reasons or claim(s) and counterclaims.	Add an appropriate word/phrase/clause to clarify the relationships between claim(s) and reasons or claim(s) and counterclaims.	Develop sentences using words/phrases/clauses to clarify the relationships between claim(s) and reasons or claim(s) and counterclaims.	Extended Content Standards ←
Footer ➤	Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.				
	Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.				

Definition of Terms Used within Extended Content Standards

- **Adapted** materials are those that have been altered in complexity, format, and/or presentation. An adapted material will reflect the content of the standard and will allow for ease of use and understanding by the student with cognitive, sensory, and/or physical disabilities.
- **Directional Vocabulary** refers to the verb found at the beginning of each extended content standard. Directional vocabulary reflects an observable and measurable behavior that will allow the teacher and others to gauge the students within the standard. Students may utilize their preferred mode of communication and adapted materials to show their learning within the standard utilizing the directional vocabulary. Some specific directional vocabulary found within the least complex level of the extended content standards include:
 - **Communicate**, which means the student purposefully utilizes their preferred mode of communication to indicate a desired response to a question or comment about the content;
 - **Respond differentially**, which means that the student changes their behavior only when presented with adapted materials related to the content and that change can be interpreted as an answer to a question or desired response;
 - **Manipulate materials**, which means that the student picks up, moves, holds and/or releases adapted materials in ways that can be interpreted as an answer to a question or desired response.
- **Extended Content Standards** identify skills aligned to grade-level standards and provide an entry point for the student to show what they know and can do within a standard. Extended Standards take into consideration the need of the student with disabilities to learn skills differently, in small segments, with fewer identified

components, at a slower pace, or are not at the level of, but would allow the student to eventually meet, the standard.

- **Grade Level** refers to the standards, content, concepts, and materials being utilized by the general education students of the same grade as the student with disabilities. Grade level materials and manipulatives being presented to and utilized by the student with disabilities can and should be adapted to meet the student's cognitive, sensory, and/or physical disabilities.
- **Implementation Text** describes the basic considerations and supports which are a condition of the student implementing the extended standard skill. Implementation text is found in the English Language Arts subject area. Considerations and supports included in implementation text include:
 - the student utilizing a preferred and consistent mode of communication; and
 - the student utilizing adapted materials to assist in the production of a written product.
- **Indicator** is the sub skill related to a standard within the Georgia Standards of Excellence. Indicators are currently a part of the English Language Arts and Mathematics Extended Content Standards.
- **Levels** are included to show the progression of complexity of skills within the content standard extensions. Levels progress from Least Complex to Most Complex, moving from left to right across the standard extension.
- **Manipulatives** refers to the items utilized by the student in the demonstration of a skill. Manipulatives can and should be adapted to meet the student's cognitive, sensory, and/or physical needs.
- **Materials** also refers to the items utilized by the student in a demonstration of a skill. Materials should reflect the content of the standard, and can and should be adapted in terms of complexity, format, and/or presentation to meet the needs of the student. In addition, materials can reflect a real-world application so that the content and skill become more relevant to the student.

- **Primary mode of communication** refers to the way in which the student most consistently and effectively indicates a need, want, or choice to another person. Students with disabilities can utilize a variety of methods to communicate, and often will have instruction in communication skills to become more proficient with these methods. Methods of communication include utilizing:
 - **Consistent Eye Gaze** in which a student maintains a look at materials/picture/communication symbols for a period long enough to be interpreted as an answer to a question or desired response;
 - **Gesturing/Orienting/Pointing** in which a student moves part of the body toward a desired response;
 - **Sign language**;
 - **Speech**; and
 - **Utilization of low technology to high technology AAC systems** in which a student uses a communication system designed to meet their cognitive, physical, and/or sensory needs.
- **Real-world applications** refer to materials which reflect activities or utilization of skills which would be required outside of the classroom or school.
- **Standards** are the overall skills the student should understand and be able to demonstrate as part of the general curriculum in each grade.
- **Text** refers to a written piece of material which the student utilizes to gain information, for entertainment, or as part of instruction. Text utilized in these standards includes:
 - **Informational text**, which provides the reader with facts, ideas, information, instructions, or opinions in narrative and non-narrative formats.
 - **Literary text**, which is fictional and includes dramas, poems, and stories.
 - **Written/visual materials** are those utilized by the student to create a permanent product reflecting personal ideas/opinions/arguments, providing information about materials or topics, retelling an experience, or creating a story.

Grade 6: English Language Arts

Grade 6: ELA: Language (L)

ELAGSE6.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
a.	Ensure that pronouns are in the proper case (subjective, objective, possessive).
Least complex	Most complex

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
Respond differentially to identify a pronoun used in a sentence.	Identify a pronoun used in the proper case in a sentence.	Complete a sentence using a pronoun in the proper case.	Develop a sentence using a pronoun in the proper case.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Language (L)

ELAGSE6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
Least complex	
Most complex	

<i>Using the student’s primary mode of communication when writing or speaking:</i>	<i>Using the student’s primary mode of communication when writing or speaking:</i>	<i>Using the student’s primary mode of communication when writing or speaking:</i>	<i>Using the student’s primary mode of communication when writing or speaking:</i>
Make a differentiated response to identify words that provide a context clue to the meaning of a word/phrase.	Match an unknown word/phrase to possible meaning found within a given sentence/paragraph.	Identify the word(s) within a sentence/paragraph which may provide a clue to the meaning of an unknown word/phrase.	Define an unknown word/phrase within a sentence using context clues.

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Language (L)

ELAGSE6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).
Least complex	
	Most complex

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
	Identify the common letter(s) within words with prefixes and roots (e.g., heat when given preheat or rehear).	Identify the prefixes and roots when given known and new words (e.g., pre- when given heat/preheat). Match the meaning to words with prefixes and/or suffixes attached.	Identify meanings of common prefixes and/or suffixes. Define words with prefixes and/or suffixes attached.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Language (L)

ELAGSE6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	
	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
Least complex		Most complex

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
Make a differentiated response to identify a reference material.	Use reference materials to identify the part of speech of a word.	Use reference materials to find the meaning of a word.	Use reference materials to clarify the precise meaning of a word as used in a given sentence.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Language (L)

ELAGSE6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Least complex	
	Most complex

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
	Complete a sentence by replacing an unknown word/phrase with its definition.	Match the possible meaning of a word to the word, and insert the word to complete a sentence.	Identify whether a possible meaning of a word "makes sense" within the context of a sentence.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Language (L)

ELAGSE6.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
Least complex	Most complex

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
	Match words with given relationships (e.g., cause/effect, part/whole, item/category).	Sort words with a given relationship (e.g., cause/effect, part/whole, item/category) into meaningful categories. Identify the relationship between a set of words.	Given a sentence involving word relationships (e.g., cause/effect, part/whole, item/category), determine the relationship between words.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Reading Informational (RI)

<p>ELAGSE6.RI.1</p>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>			
<p>Least complex</p>				<p>Most complex</p>
<p>Respond differentially when presented with a question about an informational text.</p> <p>Respond differentially to identify a detail from an informational text.</p>	<p>Answer basic comprehension questions (who, what, where, and/or when) based upon an informational text.</p>	<p>Locate a specific quote or sentence from a text to answer explicit (who, what, where, and/or when) questions from an informational text.</p> <p>Identify when a question requires an inference (the answer is not directly provided by the text).</p>	<p>Answer complex comprehension questions in relation to an informational text (how and/or why) by stating the appropriate part of the text.</p> <p>Identify an appropriate inference drawn from an informational text.</p> <p>Identify a sentence/statement within an informational text that provides information to make an inference (e.g., if the text was about different dogs and their characteristics, “Which one might make the best pet?”).</p>	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Reading Informational (RI)

ELAGSE6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		
Least complex			
<p>Respond differentially to identify a central idea of an informational text.</p>	<p>Identify key details that support a given central idea in an informational text.</p> <p>Identify key details to include in a summary of the text.</p>	<p>Identify a central idea of an informational text.</p> <p>Identify and sequence sentences to summarize an informational text.</p>	<p>Describe a central idea of an informational text with key supporting details.</p> <p>Complete sentences to summarize an informational text.</p>

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Reading Informational (RI)

ELAGSE6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			
Least complex				Most complex
<p>Communicate a response with a meaning of figurative, connotative, and/or technical words and phrases within an informational text.</p> <p>Touch or manipulate materials representing figurative, connotative, and/or technical words and phrases within an informational text.</p>	<p>Locate specific figurative, connotative, or technical words (language that implies meaning without being explicit, or conveys attitudes and feelings) within an informational text.</p> <p>Identify the meaning of a given word within the context of an informational text.</p>	<p>Match words with sentence/phrases giving the meaning as found in an informational text.</p>	<p>Identify sentence/phrases giving the meaning of figurative, connotative, or technical words within an informational text.</p> <p>Answer questions about figurative, connotative, or technical words and/or phrases found in an informational text.</p>	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Reading Informational (RI)

ELAGSE6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		
Least complex			
	<p>Match sentences (individually or within paragraphs) with the structure they describe within the overall informational text.</p>	<p>Identify the structure (e.g., comparison, cause/effect, problem/solution) of an event or section found in an informational text.</p>	<p>Sort multiple sentences, paragraphs, or sections of informational text by structure (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p>Arrange sets of text (sentences, paragraphs) to appropriately reflect the overall structure of an informational text.</p>

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Reading Literary (RL)

ELAGSE6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Least complex				Most complex
Respond differentially to identify the answer to a question about a literary text.	Identify details found within a sentence or paragraph to answer explicit (what, where, and/or when) questions from a literary text.	Locate a specific quote or sentence from a text to answer explicit (what, where, and/or when) questions from a literary text. Identify when a question requires an inference (the answer is not directly provided by the text).	Identify an appropriate inference drawn from a literary text. Identify a sentence/statement within a literary text that provides information to make an inference.	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Reading Literary (RL)

ELAGSE6.RL.2	Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
Least complex				Most complex
<p>Respond differentially to identify the theme of a literary text.</p> <p>Respond differentially to identify a key detail within a literary text.</p>	<p>Identify key details that support the given theme and/or central idea in a literary text.</p> <p>Identify key details to include in a summary of a literary text.</p>	<p>Identify a theme and/or central idea of a literary text.</p> <p>Identify and sequence sentences to summarize a literary text.</p>	<p>Describe a central idea or theme of a literary text with key supporting details.</p> <p>Complete sentences to summarize a literary text.</p>	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Reading Literary (RL)

ELAGSE6.RL.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.
Least complex	Most complex

Respond differentially to identify a statement describing the character or plot in a literary text.	<p>Identify one or more characters from a literary text.</p> <p>Identify one or more settings from a literary text.</p>	<p>Match characters with their corresponding setting and/or event from a literary text.</p> <p>Identify how characters respond emotionally to an event/episode within a literary text.</p> <p>Sequence key events from a literary text.</p>	<p>Identify how a character changes as a story or drama unfolds.</p> <p>Match character description(s) (e.g., happy, sad, scared) to key events in a literary text.</p> <p>Explain how a character’s actions and/or words affect the resolution of a conflict in a literary text.</p>
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Reading Literary (RL)

ELAGSE6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
Least complex	Most complex

<p>Communicate a response stating the meaning of words and phrases within a literary text.</p> <p>Touch or manipulate materials representing words and phrases used within a literary text.</p>	<p>Locate specific words/phrases within a literary text.</p> <p>Identify the overall tone (e.g. sad, happy, excited, scared) of a portion of a literary text.</p>	<p>Match words with sentence/phrases giving the meaning as found within a literary text.</p> <p>Locate figurative words/phrases within a literary text.</p> <p>Pair a word/phrase related to tone within a literary text with the feeling it conveys (e.g., sad, happy, excited, scared).</p>	<p>Identify the meaning of words/phrases as found within a literary text.</p> <p>Match figurative words/phrases found in a literary text with their meanings.</p> <p>Identify words/phrases related to tone (e.g., sad, happy, excited, scared) within a literary text.</p>
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Reading Literary (RL)

ELAGSE6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.		
Least complex			Most complex
	Identify the narrator or character who is “speaking” in a literary text.	Match point(s) of view with the character(s) in a literary text. Identify words/phrases/sentences from a specific event in a literary text which describe the narrator’s or speaker’s point of view.	Match points of view with the narrator or speaker given different passages (at the beginning, middle, or end) within a literary text. Sequence the points of view of the narrator or a specific speaker of a literary text.

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Reading Literary (RL)

ELAGSE6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
Least complex	Most complex

Communicate a response to indicate a difference or similarity between a literary text and its multimedia adaptation. Identify materials that indicate a difference or similarity between a literary text and its multimedia adaptation.	Identify one or more characters found within a literary text and its multimedia adaptation. Identify one or more events found within a literary text and its multimedia adaptation.	Identify two characters and an event which are found within a literary text and its multimedia adaptation. Identify character(s), settings, and events found within a literary text and its multimedia adaptation.	Sort literary aspects (e.g., characters, setting, actions, tones) based upon whether those aspects are found in the original story, multimedia adaptation, or both.
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Writing (W)

ELAGSE6.W.1	Write arguments to support claims with clear reasons and relevant evidence.
a.	Introduce claim(s) and organize the reasons and evidence clearly.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols) within a written argument:</i>	<i>Utilizing written/visual material (including symbols) within a written argument:</i>	<i>Utilizing written/visual material (including symbols) within a written argument:</i>
Respond differentially to identify sentences that introduce a claim.	Identify statements/sentences that introduce a claim. Identify an organizing structure showing a claim and one reason which supports the claim of a written argument.	Complete statements/sentences that introduce a claim. Complete an organizational structure showing a claim and multiple reasons and/or evidence.	Develop sentences to introduce a claim. Develop an organizational structure which organizes the introduction, claims, and reasons for each claim.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

ELAGSE6.W.1	Write arguments to support claims with clear reasons and relevant evidence.
	b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols) within a written argument:</i>	<i>Utilizing written/visual material (including symbols) within a written argument:</i>	<i>Utilizing written/visual material (including symbols) within a written argument:</i>
Respond differentially to provide one support for the claim.	Identify statements/sentences that provide support for a claim. Identify clear reasons, relevant evidence, and credible sources.	Complete statements/sentences that provide support for a claim. Use reasons or evidence from a given credible source to complete a sentence.	Develop sentences to provide reasons and evidence for a claim. Use reasons or evidence from a given credible source to develop a sentence.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

ELAGSE6.W.1	Write arguments to support claims with clear reasons and relevant evidence.
c.	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols) within a written argument:</i>	<i>Utilizing written/visual material (including symbols) within a written argument:</i>	<i>Utilizing written/visual material (including symbols) within a written argument:</i>
Make a differentiated response to identify an object or word/phrase/ clause used to connect claims and reasons.	Identify a word/phrase/clause used within a text to connect claims and reasons.	Add a word/phrase/clause to connect claims and reasons within a text.	Develop sentences using words/phrases/clauses to connect claims and reasons.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

ELAGSE6.W.1	Write arguments to support claims with clear reasons and relevant evidence.
	d. Establish and maintain a formal style.
Least complex	

<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols) within a written argument:</i>	<i>Utilizing written/visual material (including symbols) within a written argument:</i>	<i>Utilizing written/visual material (including symbols) within a written argument:</i>
	Identify statements/sentences written using a formal style.	Complete statements/sentences with words which best reflect a formal writing style.	Develop sentences to maintain a formal writing style.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

ELAGSE6.W.1	Write arguments to support claims with clear reasons and relevant evidence.
e.	Provide a concluding statement or section that follows from the argument presented.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>	<i>Utilizing written/visual material (including symbols) within a written argument:</i>	<i>Utilizing written/visual material (including symbols) within a written argument:</i>	<i>Utilizing written/visual material (including symbols) within a written argument:</i>
Respond differentially to provide a concluding statement.	Identify statements/sentences that provide a conclusion and support the argument.	Complete statements/sentences that provide a conclusion and support the argument presented.	Develop sentences that provide a conclusion and support the argument presented.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

ELAGSE6.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
	a. 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.	
Least complex		Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>
Respond differentially to identify sentences that introduce a topic for a written informative/explanatory text.	Identify a topic. Identify a group of related ideas presented as words or phrases.	Complete statements/sentences that introduce a topic. Complete statements/sentences about related information. Identify an appropriate graphic for a specific idea.	Identify sentences to introduce a topic in a given stimulus text. Identify statements/sentences about related information. Identify sentences/sections which would benefit from the use of a heading, graphic or piece of multimedia.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

ELAGSE6.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
Least complex	
	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>
Make a differentiated response to provide information about the topic.	Identify relevant facts, definitions, concrete details, quotations, and examples for a given topic.	Complete statements/sentences that provide relevant facts, definitions, concrete details, and examples about a topic.	Identify sentences that support the topic with relevant facts, definitions, concrete details, and examples about a topic.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

ELAGSE6.W.2		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
		c. Use appropriate transitions to clarify the relationships among ideas and concepts.	
Least complex		Most complex	
<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>		<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	
Make a differentiated response to identify statements/sentences that use transitions.	Identify a word/phrase used to link ideas within a given sentence.	Complete statements/sentences that use words/phrases to link ideas.	Identify sentences that use words/phrases to link ideas and concepts.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

ELAGSE6.W.2		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
		d. Use precise language and domain-specific vocabulary to inform about or explain the topic.			
Least complex				Most complex	
<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>		<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>		<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	
Respond differentially to identify a precise or a domain-specific word.		Identify domain-specific vocabulary in a given sentence.		Complete statements/sentences that use domain-specific vocabulary.	
				Identify sentences that use domain-specific vocabulary.	
				Identify sentences that use precise language.	

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

ELAGSE6.W.2		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
e.		Establish and maintain a formal style.	
Least complex		Most complex	
<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>		<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	
	Identify a formal style in a given sentence.	Complete statements/sentences with words which best reflect a formal writing style.	Identify sentences to maintain a formal writing style.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

ELAGSE6.W.2		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
		f. Provide a concluding statement or section that follows from the information or explanation presented.			
Least complex				Most complex	
<i>Utilizing written/visual material (including symbols and objects) within a written informative/explanatory text:</i>		<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>		<i>Utilizing written/visual material (including symbols) within a written informative/explanatory text:</i>	
Respond differentially to identify sentences that conclude a written informative/explanatory text.		Identify a concluding sentence for a given topic.		Complete a concluding sentence.	
				Identify a sentence that provides a logical conclusion for a given stimulus text.	

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

<p>ELAGSE6.W.3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>
	<p>a. 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.</p>
<p>Least complex</p>	
<p>Most complex</p>	

<p><i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>
<p>Make a differentiated response to identify an event sequence.</p> <p>Make a differentiated response to identify statements/sentences that establish context or introduce a character and/or narrator.</p>	<p>Identify statements/sentences that establish context or introduce a character and/or narrator in a given story topic.</p>	<p>Complete a sequence of events that unfolds naturally and logically.</p> <p>Complete statements/sentences that establish context or introduce a narrator and/or characters.</p>	<p>Identify a sequence of events that unfolds naturally and logically.</p> <p>Identify sentences that establish context or introduce a narrator and/or characters.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

<p>ELAGSE6.W.3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	
	<p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	
<p>Least complex</p>		<p>Most complex</p>

<p><i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i></p>
<p>Respond differentially to identify sentences that describe an event or action.</p>	<p>Identify statements/sentences that describe an event and/or action of a character, and describe the feelings of the character in a given story topic.</p> <p>Identify dialogue within a written narrative in a given story topic.</p>	<p>Complete statements/sentences that describe an event and/or action of a character, and describe the feelings of the character.</p> <p>Complete dialogue statements/sentences for a character.</p>	<p>Identify sentences that describe an event and/or action of a character, and describe the feelings of the character.</p> <p>Identify dialogue for characters appropriate to a given situation.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

ELAGSE6.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
Least complex	
	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i>
Make a differentiated response to identify transitional language.	Identify temporal words/phrases in a given sentence.	Complete a statement/sentence using a temporal word/phrase to signal event order.	Identify sentences correctly using a temporal word/phrase to signal event order.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

ELAGSE6.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i>
Respond differentially to identify a precise or a domain-specific word.	Identify sensory and action language in a given sentence.	Complete statements/sentences with sensory and action language.	Identify sentences that use sensory and action language. Identify sentences that use precise language.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

<p>ELAGSE6.W.3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>		
	<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>		
<p>Least complex</p>			<p>Most complex</p>
<p><i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>
<p>Respond differentially to identify sentences that conclude a narrative piece.</p>	<p>Identify a concluding statement/sentence for a given story topic.</p>	<p>Complete a concluding statement/sentence.</p>	<p>Identify sentences that provide a conclusion for a given stimulus text.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

ELAGSE6.W.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.	
Least complex		Most complex	
<i>With a peer or adult AND utilizing writing produced by the student:</i>		<i>With a peer or adult AND utilizing writing produced by the student:</i>	
Respond differentially to indicate the desire to change part of a written piece.	Develop a two-part organizing structure for writing which is appropriate for the purpose (e.g., claim and reason for writing an argument).	Develop a three-part organizing structure for writing which is appropriate for the purpose (e.g., introduction, one fact and conclusion for an informative/explanatory piece).	Develop an organizing structure for writing which is appropriate for and completes the purpose (e.g., all events to complete a narrative piece).
Respond differentially to indicate completion of a written piece.	Identify one or more statements/sentences to revise.	Identify one or more sentences to revise and ask for suggestions.	Identify one or more sentences to revise and make revisions.
Communicate a response regarding revision or completion of a written piece.			

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

ELAGSE6.W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Least complex	

<i>Utilizing written/visual material (including symbols and objects) which results in a research project:</i>	<i>Utilizing written/visual material (including symbols) which results in a research project:</i>	<i>Utilizing a variety of written/visual material (including symbols) which results in a research project:</i>	<i>Utilizing a variety of written/visual material (including symbols) which results in a research project:</i>
<p>Respond differentially to an object or a statement which relates to a research project topic.</p> <p>Communicate a response which relates to a research project topic.</p> <p>Touch or manipulate material which relates to a research project topic.</p>	<p>Identify a statement/sentence which provides the topic for a research project.</p> <p>Identify answers to a research question as found in print resources and/or digital tools.</p>	<p>Complete a sentence which provides the topic for a research project.</p> <p>Locate and record answers to a research question using a single print resource and/or digital tool.</p>	<p>Develop a sentence which provides the topic for a research project.</p> <p>Locate and record answers to a research question using more than one print resource and/or digital tool.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

<p>ELAGSE6.W.8</p>	<p>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.</p>	
<p>Least complex</p>		<p>Most complex</p>

<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written piece:</i></p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized within a written piece:</i></p>	<p><i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written piece:</i></p>	<p><i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written piece:</i></p>
<p>Respond differentially to an object or a statement which relates to relevant information from a print or digital source.</p> <p>Communicate a response which relates to relevant information from a print or digital source.</p> <p>Touch or manipulate material which relates to relevant information from a print or digital source.</p>	<p>Identify a statement/sentence that paraphrases information from a print or digital source.</p> <p>Choose an appropriate/relevant statement/sentence found in a print or digital source.</p> <p>Identify the author of information from a print source as part of a beginning bibliography.</p>	<p>Complete a sentence that paraphrases information from a print or digital source.</p> <p>Choose the most appropriate/relevant statement/sentence found a print or digital source.</p> <p>Match authors with information provided as part of a beginning bibliography.</p>	<p>Develop a sentence that paraphrases information from a print or digital source.</p> <p>Choose the most appropriate/relevant statements/sentences found in multiple print or digital sources.</p> <p>Add given bibliographic information to a bibliography.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

ELAGSE6.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
a.	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”).
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i>
Respond differentially to an object or a statement which relates to relevant information from a literary text. Communicate a response which relates to relevant information from a literary text. Touch or manipulate material which relates to relevant information from a literary text.	Identify a statement/sentence which includes appropriate evidence from a literary text.	Complete a sentence with appropriate evidence which relates to information from a literary text. Choose an appropriate/relevant statement/sentence from a literary text that fits a writing prompt.	Develop a sentence with appropriate evidence which relates to information from a literary text. Choose the most appropriate/relevant sentences from a literary text that best fit a writing prompt.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Writing (W)

ELAGSE6.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	b. 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”).
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about literary nonfiction:</i>	<i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about literary nonfiction:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about literary nonfiction:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about literary nonfiction:</i>
Respond differentially to an object or a statement which relates to relevant information from a work of literary nonfiction. Communicate a response which relates to relevant information from a work of literary nonfiction. Touch or manipulate material which relates to relevant information from a work of literary nonfiction.	Identify a statement/sentence which includes appropriate evidence from a presented work of literary nonfiction.	Complete a sentence which includes appropriate evidence from a presented work of literary nonfiction. Choose an appropriate/relevant statement/sentence from a presented work of literary nonfiction that fits a writing prompt.	Develop a sentence which includes appropriate evidence from a presented work of literary nonfiction. Choose the most appropriate/relevant statement/sentence from a presented work of literary nonfiction that best fits a writing prompt.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 6: ELA: Speaking and Listening (SL)

<p>ELAGSE6.SL.1</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	
	<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	
<p>Least complex</p>		<p>Most complex</p>

<p><i>Using the student's primary mode of communication:</i></p>	<p><i>Using the student's primary mode of communication with multiple teachers/peers:</i></p>	<p><i>Using the student's primary mode of communication with multiple people and on different topics:</i></p>	<p><i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i></p>
<p>Respond differentially to identify a statement to be included in a discussion.</p> <p>Identify a statement and utilize within a discussion.</p> <p>Present a statement within a discussion.</p>	<p>Identify one or more statements, based upon a text or material being studied, and utilize within a discussion.</p> <p>Utilize a prepared statement at the appropriate time within a discussion.</p>	<p>Identify multiple statements, based upon a text or material being studied, and utilize within a discussion.</p> <p>Utilize a prepared statement at the appropriate time within a discussion.</p>	<p>Initiate statements based on material prepared for the discussion.</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Speaking and Listening (SL)

ELAGSE6.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
Least complex	
	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify a statement to be included in a discussion. Provide a statement to another person.	Initiate a discussion. Listen to the ideas/questions of others before responding. Identify the individual role within a discussion. Identify the goals of the group discussion.	Initiate a discussion. Listen to the ideas/questions of others before responding. Identify the individual role within a discussion. Identify the goals of the group discussion.	Initiate a discussion. Listen to the ideas/questions of others before responding. Identify the individual role within a discussion. Identify the goals of the group discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Speaking and Listening (SL)

ELAGSE6.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
Least complex	
Most complex	

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics and in different locations:</i>
<p>Respond differentially to identify an answer or question to be included in a discussion.</p> <p>Answer a question within a discussion.</p> <p>Provide a comment during a discussion.</p>	<p>Ask a prepared question about a topic or text within a discussion.</p> <p>Present a prepared answer about a topic or text within a discussion.</p>	<p>Ask a chosen question about a topic or text within a discussion.</p> <p>Present a chosen answer about a topic or text within a discussion.</p>	<p>Initiate a question about a topic or text within a discussion.</p> <p>Present an answer about a topic or text within a discussion.</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Speaking and Listening (SL)

ELAGSE6.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Least complex	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to paraphrase an idea included in a discussion. Provide a paraphrase of an idea provided during a discussion.	Identify and restate an idea about a topic or a text expressed within a discussion.	Identify and restate an idea about a topic or a text expressed within a discussion.	Identify and restate an idea about a topic or text expressed within a discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Speaking and Listening (SL)

ELAGSE6.SL.2		Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
Least complex		Most complex	
<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i>		<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i>	
	Identify a statement which summarizes information. Identify a statement which connects information presented to a topic.	Develop a statement which summarizes a media presentation. Develop a statement which connects information presented to a topic.	Develop statements which summarize media presentations. Develop a statement which explains the connection between information and a topic, text, or an issue.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Speaking and Listening (SL)

ELAGSE6.SL.3		Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
Least complex		Most complex	
<i>Using the student’s primary mode of communication:</i>		<i>Using the student’s primary mode of communication:</i>	
Respond differentially to identify a claim made by a speaker.	Identify a statement which summarizes a speaker's argument. Match a statement made by a speaker with provided evidence.	Develop a statement which summarizes a speaker's argument. Identify whether a statement given by a speaker has supporting evidence.	Develop statements which summarize more than one argument/claim made by a speaker. Identify whether each statement given by a speaker has supporting evidence.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Speaking and Listening (SL)

ELAGSE6.SL.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.
Least complex	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
<p>Respond differentially to identify a statement to be included in a presentation.</p> <p>Present one piece of information to others.</p>	<p>Present two pieces of information related to one topic.</p> <p>Place and present information in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements).</p>	<p>Present more than two pieces of information related to one topic.</p> <p>Place and present information in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements) and social conventions (eye contact, facial expressions).</p>	<p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements) and social conventions (eye contact, facial expressions).</p> <p>Present more than two pieces of information related to each topic.</p> <p>Place and present information in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail).</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Speaking and Listening (SL)

ELAGSE6.SL.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.			
Least complex				Most complex
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>	
	Identify a multimedia component or visual display to include during a presentation. Utilize multimedia component(s) within a presentation.	Identify multimedia which will clarify information and/or findings (e.g., charts, graphs, etc.) to include during a presentation. Utilize multimedia component(s) within a presentation.	Identify multimedia which will clarify information and/or findings (e.g., charts, graphs, etc.) to include during a presentation. Utilize multimedia component(s) within a presentation.	

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 6: ELA: Speaking and Listening (SL)

ELAGSE6.SL.6		Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
Least complex		Most complex	
<i>Using the student's primary mode of communication:</i>		<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	
<i>Using the student's primary mode of communication with multiple people and on different topics:</i>		<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>	
Respond differentially to identify an idea to be included in a discussion. Present a piece of information to others.	Identify statements to be made in two different situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school). Present a chosen statement appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).	Develop statements to be made in at least two different situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school). Present developed statements appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).	Develop multiple statements to be made in multiple situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school). Present multiple developed statements appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 6: Mathematics

Grade 6: Mathematics: Ratios and Proportional Relationships (RP)

MGSE6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak. For every vote candidate A received, candidate C received nearly three votes."
Least complex	Most complex

<p>Respond differentially when presented with materials being utilized to develop ratios.</p> <p>Communicate a response to develop or describe ratio.</p> <p>Manipulate materials utilized to develop/describe ratios.</p>	<p>Identify the number of objects in a real-life problem situation using ratios (e.g., boys to girls).</p> <p>Manipulate materials to represent ratios given the relationship between two quantities (e.g., for every notebook we put two pencils, so the ratio of pencils to notebooks is 2:1).</p>	<p>Identify the proportional relationship between two given quantities, using drawings, manipulatives, or technology (e.g., 16 cupcakes and 8 children, 2 cupcakes for every child).</p> <p>Create different ratios among objects sorted by attribute (e.g., package 3 pens and 2 pencils for 3:2 ratio).</p> <p>Express ratios using a jig/model, using part-to-part given in real-life problems (e.g., 3 blue marbles to 9 green marbles is a ratio of 3:9).</p>	<p>Identify part-to-whole ratios with materials containing 3 or more attributes (e.g., blue marbles to the whole group containing blue, red, and green marbles).</p> <p>Express the mathematical relationship of two quantities as a ratio (e.g. the ratio of beaks to wings is 1:2).</p> <p>Express ratios in simplest form using part-to-part given in real-life problems (e.g., 3 blue marbles to 9 green marbles is a ratio of 1:3).</p> <p>Match mathematical statements about ratios from a real-life example expressed in three different ways (e.g., 3 to 4, 3:4, $\frac{3}{4}$).</p>
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: Mathematics: Ratios and Proportional Relationships (RP)

<p>MGSE6.RP.2</p>	<p>Understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio a:b with $b \neq 0$ (b not equal to zero), 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 $\frac{3}{4}$ cup of flour for each cup of sugar. We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</p>	
<p>Least complex</p>	<p style="text-align: center;"></p>	<p>Most complex</p>

<p>Communicate a response to state a ratio of items presented.</p> <p>Manipulate materials representing a ratio of items.</p>	<p>Manipulate materials representing ratios of a given unit rate to show the relationship between two quantities (e.g., If 6 quarters for 2 sodas, then rate would be 3 quarters per 1 can of soda).</p>	<p>Identify the two quantities needed to solve a ratio problem given a specific unit rate (e.g., If 6 quarters for 2 sodas, then rate would be 3 quarters per 1 can of soda).</p>	<p>Identify a unit rate for whole amounts under 12 (e.g., 3 pieces of candy for \$6 is \$2 per piece of candy.)</p>

Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: Mathematics: Ratios and Proportional Relationships (RP)

MGSE6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations.
	a. 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.
Least complex	
	Most complex

Communicate a response to identify a ratio or complete a ratio table.	Manipulate materials to show repeated use of a specific ratio (e.g., for each notebook we put two pencils, so for 3 notebooks we need 6 pencils).	Identify quantities related to ratio of items presented in a ratio table.	Complete a table of equivalent ratios with whole numbers to 20.
Manipulate materials representing a ratio of items.		Identify ordered pair(s) that describes the location of a given point(s) on a coordinate plane.	Identify the ordered pair within a table of equivalent ratios which relates to the location of a given point on a coordinate plane.
Manipulate materials utilized for plotting a given point from a ratio table on a coordinate plane.			

Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: Mathematics: Ratios and Proportional Relationships (RP)

MGSE6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations.
	b. 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?
Least complex	
	Most complex

Communicate a response to state a step needed to solve a unit pricing problem. Manipulate materials representing a unit pricing problem.	Identify the two quantities needed to solve for a unit rate (e.g., number of items and amount of money for the problem of what is the cost of 3 pieces of candy if the total cost is \$6?).	Solve unit rate problems using a whole unit rate under 10 (e.g., if we make 3 laps around the school track in one hour, how many laps could we make in two hours?).	Calculate a unit rate for whole amounts under 20 (e.g., we can make gifts for 6 friends with materials costing \$18. How much will we spend on each gift?)
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: Mathematics: Ratios and Proportional Relationships (RP)

MGSE6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations.
c.	Find a percent of a quantity as a rate per 100 (e.g. 30% of a quantity means $\frac{30}{100}$ times the quantity); given a percent, solve problems involving finding the whole given a part and the part given the whole.
Least complex	Most complex

Respond differentially when presented with materials related to ratios presented as percents.	Identify the quantity per 100 (e.g., 30 filled blocks in a field of 100 blocks is $\frac{30}{100}$).	Match percentage to rate per 100 (e.g., 30% is $\frac{30}{100}$).	Solve problems given a percent and a whole number (e.g., if the 6th grade has 100 students and 40% are girls, how many boys are in the 6th grade?)
Communicate a response to state a step needed to find the percent when given a ratio.			
Manipulate materials representing ratios presented as percent.			

Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: Mathematics: Ratios and Proportional Relationships (RP)

MGSE6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations.	
	d. Given a conversion factor, use ratio reasoning to convert measurement units within one system of measurement and between two systems of measurements (customary and metric); manipulate and transform units appropriately when multiplying or dividing quantities. For example, given 1 in. = 2.54 cm, how many centimeters are in 6 inches?	
Least complex		Most complex

<p>Communicate a response to state a ratio of items presented.</p> <p>Manipulate materials representing ratios.</p>	<p>Identify the ratio of a single measurement unit to different units within the same system (e.g., the ratio of cups to cups is 1:1, cups to pints is 2:1).</p>	<p>Solve ratio problems involving a single unit to different unit within the same system with a given conversion rate (e.g., 1 quart = 2 pints; give the number of pints in 3.5 quarts).</p>	<p>Identify the ratio of two measuring units between two systems of measurements (customary and metric)(e.g., number of feet in a meter is approximately 3:1 and number of meters in a yard is approximately 1:1).</p> <p>Solve ratio problems involving measurements between different systems with a given conversion rate rounded to the nearest tenth (e.g., 1 meter = 1.1 yards. How many yards in 100 meters?).</p>
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 6: Mathematics: The Number System (NS)

<p>MGSE6.NS.1</p>	<p>Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, including reasoning strategies such as using visual fraction models and equations to represent the problem.</p> <p>For example,</p> <ul style="list-style-type: none"> - create a story context for $(\frac{2}{3}) \div (\frac{3}{4})$ and use a visual fraction model to show the quotient; - use the relationship between multiplication and division to explain that $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. (In general, $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$.) - How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? - How many $\frac{3}{4}$-cup servings are in $\frac{2}{3}$ of a cup of yogurt? - How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi?
<p>Least complex</p>	<p>Most complex</p>

<p>Communicate a response to complete a fraction addition problem.</p> <p>Manipulate materials representing fractions and parts of a whole as they are added.</p>	<p>Count the number of parts needed to create a whole given differing numbers of partitioned parts.</p>	<p>Demonstrate that the whole is equal to the sum of the partitioned parts (e.g., $\frac{4}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = 1$) within a word problem.</p> <p>Identify fractions when parts are divided more than one time (e.g., each $\frac{1}{2}$ of a candy bar can be divided into 2, leading to each piece being $\frac{1}{4}$), within a word problem.</p>	<p>Interpret visual representations of division of simple fractions from a whole (e.g., showing that each person would get $\frac{1}{6}$ pound of a chocolate bar if 3 people share $\frac{1}{2}$ lb.) to solve problems.</p>
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Grade 6: Mathematics: The Number System (NS)

MGSE6.NS.4	Find the common multiples of two whole numbers less than or equal to 12 and the common factors of two whole numbers less than or equal to 100.	
	<p>The student will:</p> <p>a) Find the greatest common factor (GCF) of 2 whole numbers and use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factors. e.g., $36 + 8 = 4(9 + 2)$,</p> <p>b) apply the least common multiple of two whole numbers less than or equal to 12 to solve real-world problems.</p>	
Least complex		Most complex

<p>Respond differentially to identify a step needed to find the greatest factor of a single number.</p> <p>Manipulate objects as they are counted into groups representing greatest common factors (e.g., to show a common factor the student will use a group of 2 and a group of 3 to show factors of 6, and 2 groups of 2 to show factors of 4).</p> <p>Respond differentially to identify a step needed to find multiples of a single number.</p> <p>Manipulate objects as they are counted into groups representing multiples of a single number.</p>	<p>Identify missing factors of numbers within 10.</p> <p>Identify whether two numerals up to 10 have a similar factor (e.g., 4 and 6 both have a factor of 2).</p> <p>Continue a list of multiples of numbers within 5.</p>	<p>Identify all factors of a whole number up to 20.</p> <p>Identify multiples in amounts up to 20 (e.g. 5, 10, 15 and 20 are multiples of 5).</p>	<p>Identify the greatest common factor of two whole numbers to 20.</p> <p>Identify the least common multiple of two whole numbers to ten.</p> <p>Solve real-world problems to find the least common multiple of two numbers to 5.</p>
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Grade 6: Mathematics: The Number System (NS)

MGSE6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	
Least complex		Most complex

Respond differentially to identify positive and negative numbers.	Identify a given number as either positive or negative.	Describe numbers given in a real-world situation as either positive or negative (e.g., 75 degrees represents a positive number; a fish 3 feet underwater represents a negative number).	Represent a real-world situation using positive and negative numbers including zero (e.g., temperature above/below zero).
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Grade 6: Mathematics: Expressions and Equations (EE)

MGSE6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.
Least complex	Most complex

	Match numbers multiplied by themselves to its exponent (e.g., match $5 \times 5 \times 5$ to 5^3).	Identify numbers within an expression which could be given as an exponent (e.g., $(5 \times 5 \times 5) + 4$ can be expressed as $5^3 + 4$).	Write numerical expressions with whole number exponents (e.g., $2 \times 2 = 2^2$; $5 \times 5 \times 5 = 5^3$).
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Grade 6: Mathematics: Expressions and Equations (EE)

MGSE6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers.	
c.	Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.	
Least complex		Most complex

	Identify the meaning of a variable in a single variable expression (e.g., $4x$ means 4 times an unknown number).	Evaluate expressions involving addition and subtraction when given the value for a specific variable.	Evaluate expressions involving more than two operations (addition, subtraction, multiplication or division) when given the value for a specific variable. Evaluate a formula given a value of a variable.

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Grade 6: Mathematics: Expressions and Equations (EE)

MGSE6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
Least complex	Most complex

<p>Communicate a response to determine whether a given equation is true.</p> <p>Manipulate materials being utilized to determine whether a given equation is true.</p>	<p>Determine whether a given equation without a variable is true (e.g., $3 + 2 = 5$ is true, but $7 + 4 = 10$ is not true).</p>	<p>Determine whether a given number will make an equation true (e.g., does 2 make the equation "$3 + n = 6$" true?).</p> <p>Identify possible solutions to an inequality by plotting on a number line (e.g., $1 + x > 3$ begins at 3 on the number line).</p>	<p>Determine which number within a set of two will make the equation true (e.g., $3 + x = 5$ with choices: 1, 2).</p> <p>Determine which within a set of two will make an inequality true (e.g., $1 + x > 3$ with choices 2, 4).</p>
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Grade 6: Mathematics: Expressions and Equations (EE)

MGSE6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specific set.
Least complex	Most complex



Respond differentially to identify information in a real-world or mathematical problem involving variables that represent an unknown.	Identify the meaning of a given variable in the context of a problem.	Identify an expression that represents a given addition or subtraction problem, using a variable to represent an unknown.	Write an expression using a variable to represent an unknown to help solve a real-world problem.
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Grade 6: Mathematics: Expressions and Equations (EE)

MGSE6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.			
Least complex				Most complex
Manipulate materials being utilized to solve an addition equation problem.	Solve real-world and mathematical problems in the form of $x + p = q$ when given the amounts for x and p .	Solve real-world and mathematical equations, involving addition and an unknown amount (e.g., $2 + x = 5$).	Solve real-world or mathematical equations involving addition or multiplication with unknown amounts.	

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Grade 6: Mathematics: Expressions and Equations (EE)

MGSE6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to another.
a.	Write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable.
Least complex	
	Most complex

	Identify known and unknown quantities/variables within an equation ($3 + x = y$).	Identify the variables which can be manipulated within an equation (e.g., when the amount for x is change, then y will change).	Identify the dependent and independent variable within a given equation (e.g. $3 + x = y$).
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Grade 6: Mathematics: Expressions and Equations (EE)

MGSE6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to another.
b.	Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.
Least complex	Most complex

	Solve a given equation to generate the next number (value of y) in a table.	Complete a table (value of y) when given the equation and initial value for x . Match the information presented in a table with an equation for the rule.	Identify the dependent and independent variables within a table or graph. Generate an equation involving addition or subtraction given a completed table.
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Grade 6: Mathematics: Geometry (G)

MGSE6.G.1	Find the area of right triangles, other triangles, quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
Least complex	Most complex

Respond differentially to identify right triangles, other triangles, and rectangles.	Compose two shapes (triangles and rectangles) into a rectangle.	Find the area of right triangles. Find the area of rectangles.	Find the area of polygons by composing given areas of triangles and/or rectangles making up the shape. Solve real-world problems involving area by decomposing polygons into triangles and/or rectangles.
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Grade 6: Mathematics: Geometry (G)

<p>MGSE6.G.2</p>	<p>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 ($\frac{1}{2}u$), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = (\text{length}) \times (\text{width}) \times (\text{height})$ and $V = (\text{area of base}) \times (\text{height})$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>
<p>Least complex</p>	<p>Most complex</p>

<p>Communicate a response to pack or find the volume of a right rectangular prism.</p> <p>Manipulate unit cubes as they are utilized to pack a rectangular prism.</p>	<p>Identify the number of whole unit cubes needed to pack a rectangular prism.</p> <p>Count the number of unit cubes in a rectangular prism to identify the volume.</p>	<p>Identify the number of whole and half-unit cubes needed to pack a rectangular prism.</p> <p>Identify the length, width and height of a right rectangular prisms utilizing whole unit cubes.</p>	<p>Identify the length, width and height of a right rectangular prisms utilizing whole and half-unit cubes.</p> <p>Solve real-world and mathematical problems involving the formula for finding volume using repeated addition, skip counting, or multiplication.</p>
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Grade 6: Mathematics: Geometry (G)

MGSE6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
Least complex	Most complex

Respond differentially to identify three-dimensional figures made up of rectangles and triangles.	Match a cube or rectangular prism with the appropriate two-dimensional net made of squares and rectangles.	Match three-dimensional figures, including cubes, rectangular prisms and pyramids to the appropriate nets made of squares, rectangles and triangles.	Match similar three-dimensional shapes of various sizes to the net of appropriate size. Calculate the surface area of a rectangular prism using manipulatives (e.g., by counting the number of unit squares contained in each face).
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Grade 6: Mathematics: Statistics and Probability (SP)

MGSE6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.	
Least complex		Most complex

	<p>Identify whether a given question could generate more than one answer from a population (e.g., "Which school do you attend?" would have the same answer from each student in a class but "How old are you?" may not).</p>	<p>Identify whether a given question is non-statistical or statistical.</p>	<p>Sort non-statistical and statistical questions.</p>
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Grade 6: Mathematics: Statistics and Probability (SP)

MGSE6.SP.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.			
Least complex				Most complex
Respond differentially to identify a step needed to identify the measure of center related to a set of numerical data (including mean, median and range).	Identify the number of data points in a given set.	Identify the median given an ordered set of data.	Identify the median, mode and/or range of a set of data in a data display. Identify the mean of a set of data in a data display.	

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Grade 6: Mathematics: Statistics and Probability (SP)

MGSE6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
Least complex	Most complex

Communicate a response needed to construct a dot plot or histogram.	Indicate where one numerical value would be placed on a dot plot.	Plot multiple numerical data on a dot plot.	Construct dot plots and histograms to display numerical data on a number line.
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