English Language Arts (ELA) NYSAA Frameworks

Grade 6

2013–14

New York State Alternate Assessment

CCLS and Essence(s) ELA – Grade 6

CCLS Strand: Reading Standards for Literature		
CCLS Sub-Strand: Key Ideas and Details		**CCLS Page(s):** 46
CCLS Code	**Grade-Specific Standard**	**Essence(s) of Standard**
RL.6.3	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 toward a resolution.	Describe the plot and how the character(s) change(s) throughout the story or drama.

Extensions and Assessment Tasks

ELA – Grade 6 RL.6.3

Extensions

Less Complex ◀ ··· ··◀·· ···◀··· ···▶·· ···▶· ···▶ **More Complex**

Sequence the events of a story or drama. (61111)	Identify a change in a character throughout a story or drama. (61121)	Identify the sequence of a story or drama and how a character changes throughout. (61131)

Assessment Tasks

• The student will sequence two or more events of a story or drama. (AT61111A) • The student will recall two or more events of a story or drama in sequence (e.g., the student retells the events of a story or creates his or her own illustrations). (AT61111B)	• The student will identify a change in a character throughout a story or drama. (AT61121A) • The student will identify a change in a character's emotions over the course of a story or drama (e.g., Wilber is sad and lonely in the beginning of *Charlotte's Web*, happy and excited in the middle, and sad but hopeful in the end). (AT61121B) • The student will identify a change in a character's appearance or physical characteristic over the course of a story or drama (e.g., Nanny McPhee, Cinderella). (AT61121C)	• The student will identify the sequence of a story or drama and how a character changes throughout. (AT61131A) • The student will identify the sequence of the story or drama and the cause and effect of the character's change (e.g., chart or graphic organizer where student identifies the sequence of the events in the story with causes on one side and the effect on the other side). (AT61131B)

Little Women (Jo March)

Cause	**Effect**
wants to do something great	Called rebellious and independent
Wants to be independent	Refuses to marry Laurie
Wants to earn a living	Becomes a nanny and a writer
Realized home and family are important	Marries Mr. Bhaer and opens school for boys

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used to assess students with severe disabilities on the NYSAA. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

RL.6.3

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Use language (words, picture symbols, sentences) to express interests, aptitudes, and abilities
- Expand their preferences for working with a variety of people
- Know the value of work to the individual and society in general
- Identify the activities involved in a typical work day for occupations of interest

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use reading skills to retell the plot or sequence of a story across a variety of settings
- Solve problems that call for applying academic knowledge and skills (tell a family member about the school day)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Thinking Skills: Evaluate facts, and make decisions by applying logic and reasoning skills
- Managing Information: Select and communicate information in an appropriate format (provide oral or written descriptions of events)
- Reading: Identify the plot and sequence of a story; consider who the important people are for a given work setting (in a firehouse the chief is an important person)

CCLS and Essence(s) ELA – Grade 6

CCLS Strand: Reading Standards for Informational Text		
CCLS Sub-Strand: Key Ideas and Details		**CCLS Page(s):** 50
CCLS Code	**Grade-Specific Standard**	**Essence(s) of Standard**
RI.6.2	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.	Create a summary, using the main idea and supporting details of a text.

Extensions and Assessment Tasks

ELA – Grade 6 RI.6.2

Extensions		
Less Complex ◀ ··· ··◀·· ···◀··· ···▶·· ···▶· ···▶ **More Complex**		
Identify the main idea of informational text. (62111)	Identify the main idea and a supporting detail of informational text. (62121)	Create a summary of an informational text that includes the main idea and a supporting detail. (62131)
Assessment Tasks		
• The student will identify the main idea of an informational text (e.g., after reading or listening to a book about the Indianapolis 500, the student identifies the main idea from a selection of choices [pumpkin, pets, race]). (AT62111)	• The student will identify the main idea and a supporting detail of an informational text. (AT62121A) • The student will identify the main idea and a supporting detail from informational text using a graphic organizer (e.g., the student identifies the main idea and supporting detail, using pictures, words, or symbols to complete a graphic organizer [spider, star, or cloud organizers], placing responses in the spaces labeled main idea and supporting detail). (AT62121B)	• The student will create a summary of an informational text that includes the main idea and a supporting detail. (AT62131A) • The student will paraphrase the main idea and a supporting detail of a text (e.g., after listening to or reading an informational text, the student paraphrases the main idea and supporting detail). (AT62131B) • The student will illustrate a summary of an informational text including main idea and a supporting detail (e.g., after listening to or reading an informational text, the student creates an illustration [word, symbols, pictures, drawings] to summarize, including the main idea and supporting detail). (AT62131C)

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RI.6.2

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Use language (words, picture symbols, sentences) to express interests, aptitudes, and abilities
- Summarize job responsibilities for occupations of interest

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Summarize texts in a variety of ways (movie or book review)
- Listen to a speaker and apply academic knowledge and skills to summarize the information presented

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Managing Information: Demonstrate the ability to organize, process, and communicate information (use graphic organizer to complete book review)
- Reading: Summarize text
- Interpersonal Skills: Work cooperatively with others to complete a task in a community setting

CCLS and Essence(s) ELA – Grade 6

CCLS Strand: Writing

CCLS Sub-Strand: Text Types and Purposes | **CCLS Page(s):** 55

CCLS Code	Grade-Specific Standard	Essence(s) of Standard
W.6.2	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 multi-media when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	Convey relevant information and ideas about a topic in an organized written format.

Extensions and Assessment Tasks

ELA – Grade 6 W.6.2

Extensions		
Less Complex ◀ ····· ··◀·· ····◀··· ···▶·· ····▶· ·····▶ **More Complex**		
Identify a concrete detail and/or a quotation relevant to a topic. (63111)	Use a strategy to organize information relevant to a topic. (63121)	Develop an organized, written text, using relevant information on a topic, and include formatting (e.g., headings), graphics (e.g., charts, tables), and/or multimedia to aid comprehension. (63131)
Assessment Tasks		
• The student will identify a concrete detail and/or a quotation relevant to a topic. (AT63111A) • The student will identify a concrete detail relevant to a topic (e.g., when presented with a text related to a topic, the student identifies explicit facts related to that topic). (AT63111B) • The student will identify a quotation relevant to a topic (e.g., when presented with a text related to a topic, the student identifies a quotation that discusses the topic). (AT63111C)	• The student will use a strategy to organize information relevant to a topic. (AT63121A) • The student will organize information relevant to a topic using a graphic organizer (e.g., the student organizes information about a topic, using a Venn diagram). (AT63121B) • The student will identify categories relevant to a topic and will organize information into the categories (e.g., topic—party, categories—food, decorations, guests, facts—Michael, ice cream, balloons). (AT63121C)	• The student will develop an organized written text using relevant information on a topic, and will include formatting (e.g., headings), graphics (e.g., charts, tables), and/or multimedia to aid comprehension. (AT63131A) • The student will organize a storyboard, which includes written text, with information on a topic and will include a formatting feature to aid comprehension. (AT63131B) • The student will develop an organized written text, using relevant information on a topic and will include formatting (e.g., headings) to aid comprehension. (AT63131C) • The student will develop an organized written text, using relevant information on a topic and will include a graphic (e.g., charts, tables), to aid comprehension. (AT63131D) • The student will develop an organized written text, using relevant information on a topic and will include multi-media to aid comprehension. (AT63131E)

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W.6.2

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Use language (words, picture symbols, sentences) to express interests, aptitudes, and abilities in an organized written format
- Expand their preferences for working with a variety of people
- Understand the relationship of personal choices to future career paths

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use writing skills to present information across a variety of settings
- Complete tasks that call for applying academic knowledge and skills (research paper)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Managing Information: Use multiple sources of information to make decisions in order to complete a task (identify the relevant or most important facts to include in a research paper)
- Writing: Use writing to explain or inform others about a work or career topic
- Technology: Identify technology that can be used to create written reports (computer, tablet)

CCLS and Essence(s) ELA – Grade 6

CCLS Strand: Speaking and Listening

CCLS Sub-Strand: Comprehension and Collaboration | **CCLS Page(s):** 62

CCLS Code	Grade-Specific Standard	Essence(s) of Standard
SL.6.2	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. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.	Interpret information from diverse media and formats and connect it to a topic or issue.

Extensions and Assessment Tasks

ELA – Grade 6 SL.6.2

Extensions		
Less Complex ◀ ··· ··◀·· ···◀··· ···▶·· ···▶· ···▶ **More Complex**		
Identify information from a source relevant to a topic or issue. (64111)	Organize information from a source to support a topic or issue. (64121)	Present information from a source to advocate persuasively about a topic or issue. (64131)
Assessment Tasks		
• The student will identify information from a source relevant to the topic or issue. (AT64111A) • The student will identify safety information from an environmental source (e.g., bus rules, evacuation map, science lab safety). (AT64111B) • The student will identify behavioral information from a relevant source (e.g., appropriate library, movie theater, classroom behaviors). (AT64111C)	• The student will organize information from a source to support a topic or issue. (AT64121A) • The student will organize information from a source to support a topic or issue, using a graphic organizer (e.g., storm safety information [topic] from an emergency management agency [source]; horseback riding information [topic from a riding association [source]; vitamins to take to improve your health [topic/issue] from the USFDA Web site [source]). (AT64121B) • The student will organize information from a source to support a topic or issue, to prepare an informational presentation (e.g., the student prepares a poster, spider map, trifold presentation, etc. including source, topic, or issue and information about a topic) (AT64121C)	• The student will present information from a source to advocate persuasively about a topic or issue. (AT64131A) • The student will create a product to advocate persuasively about a topic or issue using information from a source (e.g., the student creates [words, pictures, symbols, drawings, etc.] a poster, flyer, or advertisement with a topic, persuasive information and include a source). (AT64131B) • The student will compare and contrast to present information to advocate persuasively about a topic or issue (e.g., the student compares and contrasts reasons to allow a longer lunch period, hats in school, taking a vacation, etc.). (AT64131C)

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SL.6.2

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Use language (words, picture symbols, sentences) to express interests, aptitudes, and abilities
- Use various media to expand their preferences for working with a variety of people
- Know the value of work to the individual and society in general

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Gather and present information about a topic to others across a variety of settings (why the family should adopt a pet)
- Identify community occupations that use persuasion (car salesperson, personal trainer)
- Solve problems that call for applying academic knowledge and skills

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Interpersonal Skills: Use language (preferred mode of communication) to interact with others and share information
- Thinking Skills: Use information from various media formats to complete a task (report on new food guidelines)
- Managing Information: Organize information to prepare an informational presentation, using a variety of media
- Speaking/Listening: Interpret information in multiple formats

CCLS and Essence(s) ELA – Grade 6

CCLS Strand: Language

CCLS Sub-Strand: Conventions and Standard English | **CCLS Page(s):** 66

CCLS Code	Grade-Specific Standard	Essence(s) of Standard
L.6.1	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). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* Skills and understandings that are particularly likely to require continued attention in higher grades, as they are applied to increasingly sophisticated writing and speaking.	Demonstrate command of standard English grammar in verbal or written language.

Extensions and Assessment Tasks

ELA – Grade 6 L.6.1

Extensions		
Less Complex ◀ ··· ··◀·· ···◀··· ···▶·· ···▶· ···▶		**More Complex**
Recognize a pronoun in verbal or written language. (65111)	Identify the correct use of a pronoun in verbal or written language. (65121)	Demonstrate the correct use of a pronoun in verbal or written language. (65131)
Assessment Tasks		
• The student will recognize a pronoun in verbal or written language (e.g., shown as a word, picture, or symbol). (AT65111A) • The student will match a pronoun with a noun (e.g., given the pronoun "he" the student matches to a picture of a boy; given the pronoun "she", the student matches to picture of Jill). (AT65111B) • The student will recognize a pronoun while listening (e.g., the student raises his or her hand or hits a switch when hearing a pronoun in a conversation or story; pointing to the pronoun in a text). (AT65111C)	• The student will identify the correct use of a pronoun in verbal or written language. (AT65121A) • The student will identify the correct use of a pronoun in a given sentence (e.g., given a sentence, the student identifies the correct pronoun to insert from a set of choices: Susan lost ___ socks [his, their, her]). (AT65121B) • The student will identify the correct use of a pronoun while listening (e.g., when a pronoun is used correctly, the student raises his or her hand or points to the word card of the correct pronoun to use; the student hits a switch when hearing the correct pronoun usage). (AT65121C)	• The student will demonstrate the correct use of a pronoun in verbal or written language. (AT65131A) • The student will paraphrase, using a pronoun (e.g., after listening to or reading a text, the student paraphrases using one or more pronouns appropriately; paraphrasing: "Christopher used the pencil from the backpack" as "He used his pencil from his backpack"). (AT65131B) • The student will substitute an appropriate pronoun for a noun in a writing sample (e.g., given the sentences "Molly went to the store to buy bread. Molly put the bread in a bag to bring home." the student replaces "Molly" with "She" and "bread" with "it" in the second sentence). (AT65131C) • The student will apply the correct pronoun use in a paragraph (e.g., the student applies correct pronoun use in a paragraph by replacing one or more nouns with pronouns). (AT65131D)

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L.6.1

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Use language (words, picture symbols, sentences) to express interests, aptitudes, and abilities
- Know why use of appropriate English grammar is important for work

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use language skills across a variety of settings when speaking with others (neighbors, teachers)
- Demonstrate command of English grammar when speaking with members of the community (neighbors, teachers)
- Solve problems that call for applying academic knowledge and skills (use appropriate pronouns when retelling a story)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Interpersonal Skills: Use language (preferred mode of communication) to interact with others using appropriate pronouns
- Managing Information: Use and communicate information
- Language: Use correct pronouns when writing and speaking

Mathematics
NYSAA Frameworks

Grade 6

2013–14

New York State Alternate Assessment

CCLS and Essence(s) Mathematics – Grade 6

CCLS Domain: Geometry | **CCLS Page(s):** 39

CCLS Code	Cluster (including Standard(s) within the Cluster)	Essence(s) of Cluster
6.G	**Solve real-world and mathematical problems involving area, surface area, and volume.** 1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. 2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\ w\ h$ and $V = B\ h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. 3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. 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.	Solve real-world and mathematical problems involving area, surface area, and volume.

Extensions and Assessment Tasks

Mathematics – Grade 6 6.G

Extensions		
Less Complex ◀ ····· ··◀·· ·····◀··· ···▶·· ·····▶· ····· ▶ **More Complex**		
Identify congruent geometric objects or figures. (60511)	Determine the area and/or volume of a geometric figure. (60521)	Identify geometric objects or figures with the same area and/or volume. (60531)
Assessment Tasks		
• The student will identify congruent geometric objects or figures. (AT60511A) • The student will identify congruent geometric objects. (AT60511B) • The student will identify congruent geometric figures. (AT60511C)	• The student will determine the area and/or volume of a geometric figure, given the figure, formula, and dimensions (e.g., given the dimensions, the student determines the area of an object [formula $A = l(w)$] or volume [formula $V = (l)(w)(h)$]; the student determines the area, using an online tool). (AT60521A) • The student will determine area and/or volume, using manipulatives of a geometric figure (e.g., given unit squares or cubes, the student determines area and volume [the unit squares and cubes may be more than 1]). (AT60521B)	• The student will identify two or more geometric objects or figures with the same area and/or volume. (AT60531A) • The student will identify two or more geometric objects or figures with the same area (e.g., given a triangle on grid paper with an area of 6 units, the student identifies a different triangle with the same area using grid paper). (AT60531B) • The student will identify two or more geometric objects or figures with the same volume (e.g., given a right rectangular prism constructed of unit cubes, the student selects a right rectangular prism with the same volume). (AT60531C)

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6.G

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Understand concept of same and different when researching careers

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use knowledge of determining area when planning projects such as rooms and gardens

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Basic Skills: Understand and use concepts of geometry (designing a structure, designing furniture placement)
- Thinking Skills: Understand and use area/volume to complete a task (amount of grass seed needed to cover a lawn)
- Managing Information: Use information to complete a task (plan a school store)

CCLS and Essence(s) Mathematics – Grade 6

CCLS Domain: Ratios and Proportional Relationships		**CCLS Page(s):** 36
CCLS Code	**Cluster (including Standard(s) within the Cluster)**	**Essence(s) of Cluster**
6.RP	**Understand ratio concepts and use ratio reasoning to solve problems.** 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."* 2. Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*1 3. Use ratio and rate reasoning to solve real-world and mathematical problems; e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. 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. 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?* c. Find a percent of a quantity as a rate per 100; e.g., 30% of a quantity means 30/100 times the quantity; solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. 1 Expectations for unit rates in this grade are limited to non-complex fractions.	Recognize, understand, and solve ratios and rate in real-world problems. Understand the meanings of a ratio and rate.

Extensions and Assessment Tasks

Mathematics – Grade 6 6.RP

Extensions		
Less Complex ◀ ····· ··◀·· ·····◀··· ···▶·· ·····▶· ·····▶ **More Complex**		
Identify what a ratio means in a real-world situation. (60611)	Generate a ratio statement applied to a real-world problem. (60621)	Solve a real-world problem involving ratio. (60631)
Assessment Tasks		
• The student will identify what a ratio means in a real-world situation (e.g., given the ratio 3:4, the student selects a picture of 3 girls and 4 boys from a set of choices). (AT60611A) • The student will identify which set has more and/or less, given two sets of object(s) of different values (e.g., given a group of green counters and a group of red counters, the student identifies which group has more or less). (AT60611B)	• The student will generate a ratio statement applied to a real-world problem. (AT60621A) • The student will generate a ratio statement, given information involving two or more quantities (e.g., given a picture of cats and dogs, the student generates a ratio of cats to dogs). (AT60621B) • The student will generate a ratio statement showing a relationship between quantities of plants, given a garden with two or more kinds of plants (e.g., 4 tomatoes, 6 peppers, 4 to 6 or 4:6). (AT60621C)	• The student will solve a real-world problem involving a ratio (e.g., if a class has a ratio of 3:4 boys to girls, how many students are girls? [4]). (AT60631A) • The student will determine unit–cost, given a ratio-based sale price (e.g., $6 for 3 items). (AT60631B) • The student will give the percentage of each kind of plant, given a garden with two or more kinds of plants (e.g., 4 tomatoes, 6 peppers, 40%, 60%). (AT60631C)

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6.RP

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Understand the relationship between two entities (hours worked and amount of pay earned).

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use skills learned to compare two sets of objects/quantities (kinds of plants in a garden)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Math: Understand concepts of ratio when determining ideas such as unit cost and percentages (sales, discounts)
- Thinking Skills: Use a given ratio to solve a problem (determine the unit cost of an item)

CCLS and Essence(s) Mathematics – Grade 6

CCLS Domain: The Number System		**CCLS Page(s):** 37
CCLS Code	**Cluster (including Standard(s) within the Cluster)**	**Essence(s) of Cluster**
6.NS	**Apply and extend previous understandings of numbers to the system of rational numbers.** 5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself; e.g., –(–3) = 3, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. 7. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.* b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3 °C > –7 °C to express the fact that –3 °C is warmer than –7 °C.* c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.* d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.* 8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	Recognize and demonstrate that integers represent quantities and positions.

Extensions and Assessment Tasks

Mathematics – Grade 6 6.NS

Extensions		
Less Complex ◀ ··· ··◀·· ···◀··· ···▶·· ···▶· ···· ▶ **More Complex**		
Plot and/or identify an integer on a horizontal or vertical number line diagram. (60711)	Identify and/or plot a point on a coordinate plane. (60721)	Solve a real-world problem involving an integer as related to quantity and position on a coordinate grid (e.g., temperature, reading a map on a coordinate grid, credits/debits). (60731)
Assessment Tasks		
• The student will plot and/or identify an integer on a horizontal or vertical number line diagram (e.g., given a temperature, the student identifies the thermometer that shows the correct temperature). (AT60711A) • The student will complete a number line (e.g., given a number line with only 0 on it, the student is asked to place the numbers -3, -1, 2, 3, 6 to complete the number line). (AT60711B) • The student will locate the requested number on a number line (e.g., given a number line, the student is asked [stated/signed] to locate a requested number on the number line). (AT60711C)	• The student will identify and/or plot a point on a coordinate plane (e.g., the student places an item of given coordinates and/or identifies coordinates of a plotted item when playing a game using a coordinate plane). (AT60721A) • The student will give coordinates for a requested location, given a map with a letter/number grid (e.g., asked to find the library on a map, the student responds “B5”). (AT60721B) • The student will indicate the point for given coordinates on a coordinate grid (e.g., given the coordinates (1, 3) the student indicates the location of the point on a coordinate grid). (AT60721C)	• The student will solve a problem involving an integer as related to quantity and position on a coordinate grid (e.g., given a coordinate grid with temperatures plotted for several days, the student solves to find the change in temperature [$T^1 – T^2 =$ __]; bank statement: balance, credits, debits [changes in beginning and ending balance]; a map presented on coordinate grid with the distance between two points; elevation: the difference between a series of mountain elevations). (AT60731A) • The student will determine the distance between two points on a coordinate grid (e.g., provided with two points on a coordinate grid the student is asked to determine the distance between points). (AT60731B)

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used to assess students with severe disabilities on the NYSAA. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

6.NS

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Identify the role of numbers in various careers and their personal interest in working with numbers

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Apply knowledge of numbers to alter a recipe
- Find a location on a map

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Basic Skills: Understand and use addition, subtraction, multiplication, and division to solve a mathematical problem (determine a temperature on a given day)
- Thinking Skills: Develop a realistic route between points on a map

CCLS and Essence(s) Mathematics – Grade 6

CCLS Domain: Expressions and Equations | **CCLS Page(s):** 38

CCLS Code	Cluster (including Standard(s) within the Cluster)	Essence(s) of Cluster
6.EE	**Apply and extend previous understandings of arithmetic to algebraic expressions.** 1. Write and evaluate numerical expressions involving whole-number exponents. 2. Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract* y *from 5" as 5* – y*.* b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.* c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas* V = s^3 *and* A = *6* s^2 *to find the volume and surface area of a cube with sides of length* s = *1/2.* 3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 +* x*) to produce the equivalent expression 6 + 3*x*; apply the distributive property to the expression 24*x *+ 18*y *to produce the equivalent expression 6 (4*x *+ 3*y*); apply properties of operations to* y + y + y *to produce the equivalent expression 3*y*.* 4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions* y + y + y *and 3*y *are equivalent because they name the same number regardless of which number y stands for.*	Write, read and evaluate algebraic expressions.

Extensions and Assessment Tasks

Mathematics – Grade 6 6.EE

Extensions		
Less Complex ◀ ··· ··◀·· ···◀··· ···▶·· ···▶· ···▶		**More Complex**
Identify a number, mathematical symbol, and/or numeric expression. (60811)	Evaluate a numeric and/or algebraic expression. (60821)	Translate words into an algebraic expression, using variable, and then evaluate the expression. (60831)
Assessment Tasks		
• The student will identify a number, mathematical symbol, and/or numeric expression, as requested. (AT60811A) • The student will identify a number, as requested (e.g., the student is asked [verbally, signed] which number is one-hundred forty five, and the student selects from choice cards 145, 233, 300). (AT60811B) • The student will identify a mathematical symbol, as requested (e.g., the student is asked to identify "equal sign" from set of choices [=, ÷, x]). (AT60811C) • The student will identify a numeric expression, as requested (e.g., the student is asked to identify "five plus seven" from a set of choices [6 - 3, 2 + 4, 5 + 7]). (AT60811D)	• The student will evaluate a numeric and/or algebraic expression. (AT60821A) • The student will solve an addition, subtraction, multiplication, and/or division expression (Note: given an expression presented horizontally, the student may solve vertically). (AT60821B) • The student will subsitute and solve an expression, given a formula and the value of the variable (e.g., $y + y + y = ?$, $y = 2$; $5r – 4 = ?$ when $r = 1$). (AT60821C)	• The student will translate words into an algebraic expression, using a variable and will then evaluate the expression (e.g. given "four y plus six, y equals two", the student writes and evaluates the expression [$4y + 6$, $y = 2$]). (AT60831A) • The student will write an expression including a variable and will then solve, given an item cost and a desired quantity (e.g., if the ticket price to an event is $10 and 4 people are going, how much money do you need? [$4y = ?$, $4 (10) = 40$]). (AT60831B)

THE DEVEOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

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Some of the transition skills that may be developed later by students with disabilities are listed below.

6.EE

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Understand the changing nature of various occupations and respective educational requirements

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use skills learned to solve real-world problems involving equations and expressions (determining how much change a person will receive after buying several items)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Technology: Understand the proper use of technology, such as calculators, when solving problems
- Thinking Skills: Translate oral and/or written problems into numerical expressions or equations and then solve (determine how many students chose a lunch item, when given the amount spent)
- Math: Understand and evaluate algebraic expressions

CCLS and Essence(s) Mathematics – Grade 6

CCLS Domain: Expressions and Equations		**CCLS Page(s):** 38
CCLS Code	**Cluster (including Standard(s) within the Cluster)**	**Essence(s) of Cluster**
6.EE	**Reason about and solve one-variable equations and inequalities.** 5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. 6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. 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. 8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x <$ c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	Solve simple algebraic equations and inequalities.

Extensions and Assessment Tasks

Mathematics – Grade 6 6.EE

Extensions		
Less Complex ◀ ◀ ◀ ▶ ▶ ▶ **More Complex**		
Solve a numeric equation and/or inequality (e.g., 2 + 1 = ?). (61811)	Translate a verbal or written sentence into an algebraic equation, including numerals, variables, and the symbols (+, −, ×, or ÷) and equal sign (=). (61821)	Solve an algebraic equation and/or inequality with the variable within the expression. *(For example, 6* + n > *11; 6* + p = *11).* (61831)
Assessment Tasks		
• The student will solve a numeric equation and/or inequality. (AT61811A) • The student will solve a numeric equation (e.g., given 6 x 12 = ?, the student solves for the value of the question mark[?]). (AT61811B) • The student will solve a numeric inequality (e.g., given the inequality 8 – 4 > ?, [where the sides of the equation are not equal], the student solves for a possible value for the question mark?). (AT61811C)	• The student will translate a verbal or written sentence into an algebraic equation, including numeral(s), variable(s), and the symbol(s) (+, −, ×, or ÷) and an equal sign (=) (e.g., the teacher writes, "seven plus what number equals seventeen?" with the choices "$17 + n = 17$," "$7 + n = 17$," and "$17 + n = 7$"; given the verbal [stated/signed] or written sentence "10 minus a number is 8" and the student translates it to "$10 - a = 8$"; the verbal (stated/signed) or written sentence "2 plus 4 plus what number equals 12" the student translates to "$2 + 4 + b = 12$"; Note: For accuracy, the student needs to show/select the equations in a horizontal format). (AT61821)	• The student will solve an algebraic equation and/or inequality with the variable within the expression (e.g., 8*v* – 2 = 14; 6 + 7*b* < 14). (AT61831A) • The student will indicate the correct answer for a given algebraic equation (e.g., 3 + *y* = 5, *y* is 2, 5, 1). (AT61831B) • The student will indicate the correct answer for a given inequality (e.g., 6 + *y* > 11). (AT61831C)

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

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Some of the transition skills that may be developed later by students with disabilities are listed below.

6.EE

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Understand the use of equations when evaluating career choices (If a car costs *z* and your pay is *y* how long must you work to be able to buy that car?)

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use learned skills about equations to determine when it is useful to construct and solve an equation (Should I use an equation to design a garden?)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Basic Skills: Demonstrate the ability to solve equations in a work situation (design a swimming pool when some of the dimensions are known)