

**CITYWIDE LEARNING STANDARDS**  
**GRADE LEVEL SUMMARY:**  
English Language Arts,  
Mathematics, Science & Technology

Thomas W. Payzant - Superintendent  
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**Grade 6**

# BPS CITYWIDE LEARNING STANDARDS: GRADE 6

## INTRODUCTION

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### Goals

The Boston Public Schools Citywide Learning Standards are designed to produce *independent learners* who are encouraged to:

- Think, question, and communicate
- Gain and apply knowledge
- Work and contribute in meaningful, purposeful ways.

Students *think, question, and communicate* to make sense or meaning of their world and experiences.

*Thinking* includes being able to internalize new ideas and connect them to familiar concepts and prior knowledge.

*Questioning* includes the framing of thoughtful questions, and the pursuit of these questions until the student fully understands.

*Communicating* means putting learning into the language of speech or writing, and requires reflection in such forms as examination, clarification, analysis, and synthesis.

Students *gain and apply knowledge* to pursue ideas and experiences, and apply this new knowledge in real life contexts. This pursuit is interactive by nature. The more collaborative and experiential it is, the more powerful the learning.

Students' *work needs to be meaningful and purposeful*. The process and products of student work need to be valued contributions to the school and community, and the student. Embedded in powerful learning experiences are notions of persistence, self-discipline, hard work, effort, and pride in producing quality work.

### Teaching and Learning in the Boston Public Schools

Learning is an active, constructive, creative, and often collaborative process that involves a variety of distinct cognitive strategies. Skillful learners use these strategies, largely unconsciously, to access content through text or other media, to make meaning of the content, to make connections with and apply the content in thoughtful and meaningful ways, and to retain the content for later use. In learning these strategies and coming to own them, students learn *how* to learn in addition to acquiring important knowledge. These strategies include the following:

*Students will...*

- Read, write, and think a lot about topics and ideas of importance to them.
- Set goals or purposes for their learning.
- Make personal connections between the content and other knowledge, experiences, text, or media.
- Ask questions as they read, listen, or view.
- Clarify the meaning of words or content they don't understand.
- Listen or watch for important elements, themes, or issues.
- Create sensory images.
- Make predictions, inferences and judgments.
- Get "in the shoes" of characters or participants.
- Create ongoing summaries or syntheses.

- Build on their understandings by sharing and discussing them with others.
- Assess their learning and make mid-course corrections.

Because we know this is how people learn, the system supports the *workshop* approach to teaching and learning. The workshop approach helps teachers organize their classrooms and instructional time to teach effective reading, writing, and learning strategies and to help students put them into practice. The most important goal of this approach is the development of *independent learners* who are equipped with the skills and knowledge they will need for a lifetime of learning.

The workshop approach derives from the insight that people learn best by doing and that teachers often need to provide students with more time to read, write, and use effective learning strategies to explore and understand the content they are studying. The approach also derives from the insight that students need to share in the ownership of the curriculum to increase their investment, engagement, and motivation. Students need to participate in the selection of “just right” books for independent and small group reading and writing activities, and they need to explore, read, and write about topics and ideas of importance to them (as well as the curriculum).

The workshop approach uses a mixture of whole-class, small group, partner, and one-on-one instruction that centers on conversations about content, strategies, and work routines. Each of these varied approaches to teaching and learning is essential to students’ development as independent readers, writers, and learners.

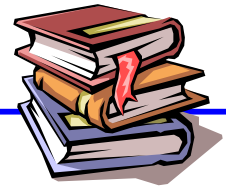
## The Habits of Mind and Work

The following habits enable effective learning and are essential to students' success in school. Developing these habits in students is the responsibility of every teacher, administrator, and other adult involved in the lives of our children.

- ***Curiosity and Critical Thinking:*** Students listen attentively, observe carefully, and ask thoughtful questions until they understand; they look for good evidence.
- ***Respect for Diversity:*** Students recognize and value racial, ethnic, cultural, age, gender, and individual commonalities and differences; they respect other people's points of view.
- ***Consideration and Compassion:*** Students treat themselves and others with care and respect; they build trusting relationships; they help, care for, and share with one another.
- ***Collaboration:*** Students work well with others, give and accept constructive criticism, try to be fair, and try to solve problems in a reasonable, peaceful manner.
- ***Self-Direction:*** Students check their own work, invite the critical response of others, and make appropriate adjustments.
- ***Perseverance:*** Students work hard until the job is done right, and are patient when the answers do not come quickly.
- ***Initiative:*** Students try new things, take reasonable risks, and reflect on their successes and mistakes.
- ***Courage:*** Students stand up for their rights and the rights of others in a positive manner that shows self-respect and respect for others; they resist harmful pressure.
- ***Responsibility:*** Students demonstrate personal responsibility and pursue important goals for themselves and their schools.

# ENGLISH LANGUAGE ARTS – GRADE 6

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## Discussion and Oral Presentation

*The student will be able to:*

- Use agreed-upon rules for informal and formal discussions in large and small groups such as Book Club, Literature Circles and Buddy Reading.
- Facilitate discussion groups independent from the teacher; identify and practice techniques to improve group productivity such as discussion guidelines, setting time limits for speakers and deadlines for decision-making.
- Organize and present ideas in a logical order.
- Ask for clarification when others' responses are unclear.
- Actively listen, respond to, and build on ideas generated during group discussions.
- Use information to inform or change their perspectives.
- Support their responses with evidence or details; expect and request the same of others.
- Summarize and evaluate what they have learned from the discussion.
- Evaluate the productivity of group discussion using group created criteria and make suggestions to address the needs of the group.
- Give oral presentations for a variety of purposes, using teacher-made criteria that demonstrate consideration of audience, purpose and content.
- Use assessment criteria to prepare their presentations.
- Listen critically and express opinions in oral presentations.
- Distinguish between fact and opinion.
- Compare and contrast points of view.
- Gather relevant information for a research project or composition through interviews.
- Conduct interviews for research projects and writing.

## Language

*Students will be able to:*

- Determine the meaning of unfamiliar words using knowledge word parts and context clues.
- Recognize that a word performs different functions according to the position in the sentence.
- Understand how the features of word dictionaries and thesauruses help them determine pronunciations, meanings, alternate word choices, and parts of speech of words.
- Identify the eight basic parts of speech.
- Expand or reduce sentences during oral and written responses.
- Demonstrate appropriate use of formal and informal language.
- Identify differences between oral and written language patterns.
- Recognize common irregularly spelled words by sight.
- Use letter-sound knowledge to decode written English.
- Read grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and understanding.
- Understand how language is used for different purposes: creative expression, description, explaining, and persuading.
- Identify and analyze sensory details and figurative language.
- Identify and analyze the author's use of dialogue and description.
- Recognize organizational structures of informational/expository texts.

## **Reading and Literature**

*Students will be able to:*

- Demonstrate fluency and understanding when reading different grade-level appropriate text.
- Select books for independent reading.
- Use before, during, and after reading strategies to enhance their comprehension of texts.
- Use background knowledge to make inferences and predictions and to make personal connections with what is being read.
- Set a purpose for reading.
- Ask questions to clarify information.
- Summarize information to check understanding.
- Visualize information in text to support comprehension.
- Identify the topic and main idea of different texts.
- Understand genres and organizational structure and apply that knowledge to their reading of different texts.
- Use knowledge of text features and organizational structure to make meaning of what is being read.
- Demonstrate an understanding of the intratextuality of the text they are reading.
- Develop personal or critical theory about what they are reading.
- Be self-monitoring/metacognitive: understand when comprehension breaks down; know and using self-correcting strategies to make meaning of what is being read.
- Relate a literary work to information about its setting.
- Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.
- Identify and analyze the elements of setting, characterization, and plot (including conflict).
- Identify and use knowledge of common textual features, graphic features, and organizational structures.
- Identify and analyze main ideas, supporting ideas, and supporting details in informational and expository texts.
- Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry.
- Identify imagery, figurative language, rhythm, or flow when responding to literature.
- Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.
- Compare traditional literature from different cultures.
- Identify common structures and stylistic elements in folktales, fairytales, legends and myths.
- Use knowledge of character development to create an original character for an oral presentation or performance.

## **Composition**

*Students will be able to:*

- Collect ideas for writing from different texts and sources (dialogue, artifacts, memories, images, etc.).
- Maintain a process for recording, collecting, referring to, and sharing their ideas for writing, as well as more formal writing products, including drafts.
- Write for different purposes and for different audiences.
- Understand different genres and organizational structures.

- Select appropriate genres and organizational structures for drafts.
- Select appropriate strategies for developing ideas into drafts.
- Select appropriate strategies for revising the organization and ideas in drafts.
- Understand and use effective language for talking about pieces of writing (e.g. craft, focus, structure, genre, voice, audience).
- Use their knowledge of standard English conventions (mechanics, grammar, and spelling) to edit work.
- Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.
- Identify verb phrases and verb tenses.
- Identify simple and compound sentences.
- Identify correct mechanics and correct sentence structure.
- Use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.
- Create short stories.
- Decide on the placement of descriptive details about setting, characters, and events in stories.
- Group related ideas and place them in logical order when writing summaries or reports.
- Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.
- Reflect on and self-monitor their development as a writer.
- Write stories or scripts containing the basic elements of fiction and using a mix of formal and informal language.
- Write poems using poetic techniques, figurative language, and graphic elements.
- Write brief research reports with clear focus and supporting detail.
- Write short explanation of a process that includes a topic statement, supporting details, and a conclusion.
- Write formal letters to correspondents such as authors, newspapers, businesses, or government officials.
- Apply steps for obtaining information from a variety of sources, organizing information, documenting, and presenting research in individual and group projects:
  - Use an expanded range of print and non-print sources
  - Follow established criteria for evaluating information
  - Locate specific information within resources by using indexes, tables of contents, electronic search key words
  - Organize and present research using the learning standards in the Composition Strand as a guide for writing, and
  - Provide appropriate documentation in a consistent format.
  - Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.

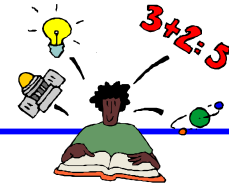
## **Media**

*Students will be able to:*

- Identify and distinguish between the techniques used in educational reference software and websites and those used by authors and illustrators of print materials.

# MATHEMATICS – GRADE 6

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## Number Sense and Operations:

*Students will...*

- *Understand numbers, ways of representing numbers, relationships among numbers, and number systems.*
- *Understand meanings of operations and how they relate to one another.*
- *Compute fluently and make reasonable estimates.*

*They will...*

- Demonstrate an understanding of positive integer exponents, in particular, when used in powers of ten, e.g.  $10^2$ ,  $10^5$ .
- Find and use common multiples, factors, prime and composite numbers.
- Use divisibility tests (2,3,4,5,6,8,9,10,11, and their multiples).
- Master the use of primes and properties of numbers such as, GCF and LCM to compute and/or approximate powers and roots.
- Demonstrate an understanding of place value to billions and thousandths.
- Identify and use place value in standard and expanded form.
- Represent and compare very large (billions) and very small (thousandths) positive numbers in various forms such as expanded notation without exponents, e.g.,  $9724 = 9 \times 1000 + 7 \times 2 \times 10 + 4$ .
- Demonstrate an understanding of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection and as locations on the number line.
- Identify and determine common equivalent fractions, mixed numbers, decimals, and percents.
- Find and position integers, fractions, mixed numbers, and decimals (both positive and negative) on the number line.
- Read, write, and understand conceptually integers (positive and negative), fractions, and decimals.
- Compare and order integers (including negative integers), and positive fractions, mixed numbers, decimals, and percents.
- Apply number theory concepts—including prime and composite numbers, prime factorization, greatest common factor, least common multiple, and divisibility rules for 2, 3, 4, 5, 6, 9, and 10—to the solution of problems.
- Select and use appropriate operations to solve problems involving addition, subtraction, multiplication, division, and positive integer exponents with whole numbers, and with positive fractions, mixed numbers, decimals, and percents.
- Use the number line to model addition and subtraction of integers, with the exception of subtracting negative integers.
- Use a variety of approaches for computing and solving problems.
- Demonstrate an understanding of the inverse relationship of addition and subtraction, and use that understanding to simplify computation and solve problems.
- Use concrete and abstract models to understand and describe the mathematical processes underlying the operation of addition, subtraction, multiplication and division (and their relationship with one another) on fractions, decimals and integers
- Accurately and efficiently add, subtract, multiply, and divide (with double-digit divisors) whole numbers and positive decimals.
- Compute with whole numbers, fractions, decimals, and integers.

- Use effective models and processes of computation with understanding (mental, oral, written, calculator, computer, etc.).
- Accurately and efficiently add, subtract, multiply, and divide positive fractions and mixed numbers. Simplify fractions.
- Compute with whole numbers, fractions, decimals and integers
- Add and subtract integers, with the exception of subtracting negative integers.
- Use operations involving fractions, decimals, and integers
- Estimate results of computations with whole numbers, and with positive fractions, mixed numbers, decimals, and percents. Describe reasonableness of estimates.
- Round to the nearest ten, hundred, thousand, million, billion.
- Round decimals and fractions to the nearest pre-assigned value.
- Use estimation to solve problems involving, money, length, area, perimeter and volume.
- Create and solve meaningful problems that require the use of numbers other than whole numbers.
- Know and use order of operations including the use of parentheses.

## Patterns, Relations and Algebra

*Students will...*

- *Understand patterns, relations and functions.*
- *Represent and analyze mathematical situations and structures using algebraic symbols.*
- *Use mathematical models to represent and understand quantitative relationships.*
- *Analyze change in various contexts.*

*They will...*

- Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions, e.g., ABCCCC...; 1, 5, 9, 13, ...; 3, 9, 27, ....
- Describe and represent patterns using models, tables, graphs, and rules.
- Locate ordered pairs to graph 2D figures/data.
- Use patterns involving integers and positive rational numbers to solve problems.
- Represent number patterns with verbal and written rules and standard algebraic notations: describe the four properties and relationships.
- Replace variables with given values and evaluate/simplify, e.g.,  $2(\blacktriangle) + 3$  when  $\blacktriangle = 4$ .
- Use expressions with variables (i.e., letters, shapes) to understand and describe algebraic relationships, mappings, formulas, expressions, equations and inequalities.
- Use algebraic procedures and strategies to solve real-world and mathematical problems using equations and inequalities.
- Use the properties of equality to solve problems, e.g., if  $\square + 7 = 13$ , then  $\square = 13 - 7$ , therefore  $\square = 6$ ; if  $3 \times \square = 15$ , then  $\frac{1}{3} \times 3 \times \square = \frac{1}{3} \times 15$ , therefore  $\square = 5$ .
- Use multiple strategies and tools to solve equations.
- Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables.
- Solve linear equations using concrete models, tables, graphs, and paper-pencil methods.
- Produce and interpret graphs that represent the relationship between two variables in everyday situations.
- Identify and describe relationships between two variables with a constant rate of change. Contrast these with relationships where the rate of change is not constant.
- Describe, represent and compare rates of change using graphs in meaningful context.

## **Geometry**

*Students will...*

- *Analyze characteristics and properties of two geometric shapes and develop mathematical arguments about geometric relationships.*
- *Specify locations and describe spatial relationships using coordinate geometry and other representational systems.*
- *Apply transformations and use symmetry to analyze mathematical situations.*
- *Use visualization, spatial reasoning, and geometric modeling to solve problems.*

*They will...*

- Identify polygons based on their properties, including types of interior angles, perpendicular or parallel sides, and congruence of sides, e.g., squares, rectangles, rhombuses, parallelograms, trapezoids, and isosceles, equilateral, and right triangles.
- Identify three-dimensional shapes (e.g., cubes, prisms, spheres, cones, and pyramids) based on their properties, such as edges and faces.
- Identify relationships among points, lines, and planes, e.g., intersecting, parallel, perpendicular.
- Graph points and identify coordinates of points on the Cartesian coordinate plane (all four quadrants).
- Predict, describe, and perform transformations on two-dimensional shapes, e.g., translations, rotations, and reflections.
- Identify and describe transformations, reflections, translations, slides, flips, and rotations.
- Tessellate shapes across a plane
- Identify types of symmetry, including line and rotational.
- Identify point and line symmetry in given polygons.
- Identify and describe transformations, reflections, translations, slides, flips, and rotations.
- Determine if two shapes are congruent by measuring sides or a combination of sides and angles, as necessary; or by motions of series of motions, e.g., translations, rotations, and reflections.
- Identify, describe and draw congruent and similar figures.

## **Measurement**

*Students will...*

- *Understand measurable attributes of objects and the units, systems, and processes of measurement.*
- *Apply appropriate techniques, tools, and formulas to determine measurements.*

*They will...*

- Apply the concepts of perimeter and area to the solution of problems. Apply formulas where appropriate.
- Develop and apply formulas for area and perimeter for standard figures and objects, and for combined figures.
- Identify, measure, describe, classify, and construct various angles, triangles and quadrilaterals.
- Identify, name, and construct plane and simple solid figures.
- Solve problems involving proportional relationships and units of measurements.
- Apply the comparison of similar figures and the ratio of their corresponding lengths and areas to solve problems.
- Find areas of triangles, parallelograms. Recognize that shapes with the same number of sides but with different appearances can have the same area. Develop strategies to find area of complex shapes.

- Develop and apply formulas for area, perimeter, and volume for standard figures and objects, and for combined figures.
- Identify, measure and describe circles and the relationships of the radius, diameter, circumference and area and use the concepts to solve problems.
- Measure the circumference and diameter of at least five different circular objects and explain how the ratios approach pi.
- Find surface areas of rectangular prisms.
- Describe the meaning of and calculate:
  - area of rectangles and triangles
  - perimeter of simple polygons
- Find the sum of the angles in simple polygons (up to eight sides) with and without measuring angles.
- Explore identify, describe spatial relationships and properties of 2D shapes using manipulatives.

## **Data Analysis, Statistics and Probability**

*Students will...*

- *Formulate questions that can be answered with data and collect, organize and display relevant data to answer them.*
- *Select and use appropriate statistical methods to analyze data.*
- *Develop and evaluate inferences and predictions that are based on data.*
- *Understand and apply basic concepts of probability.*

*They will...*

- Describe and compare data sets using the concepts of median, mean, mode, maximum and minimum and range.
- Construct and interpret stem-and-leaf plots, line plots and circle graphs.
- Construct and interpret line plots, stem and leaf plots and frequency distributions.
- Use tree diagrams and other models to represent possible or actual outcomes of trials. Analyze the outcomes.
- Utilize appropriate technology to simulate, display, graph and analyze data with multiple representations such as tables, charts, and graphs.
- Predict the probability of outcomes of simple experiments and test the predictions. Use appropriate ratios between 0 and 1 to represent the probability of the outcome and associate the probability with the likelihood of the event.
- Read and interpret statistical data to make predictions, inferences, and decisions.
- Use the 'best-line through data' concept to make predictions and to solve problems.
- Cite at least five world situations and show how probability is used in each.

## **Discussion, Presentation, Composition**

*Students will be able to...*

- Use agreed upon rules to participate in discussions in large and small groups.
- Express ideas in an organized way.
- Explain their mathematical thinking in writing.
- Maintain a system for collecting, referring to, and sharing their work.

# SCIENCE & TECHNOLOGY/ENGINEERING GRADE 6



## Topic: Human Body Systems

### Structure and Function of Cells

*Students will be able to...*

- Recognize that many of the basic functions of organisms (e.g. extracting energy from food and getting rid of waste) are carried out within cells. The way in which cells function is similar in all living things.

### Systems in Living Things

- Describe the hierarchical organization of multi cellular organisms from cell to tissue to organs to systems to organisms.
- Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, movement, control, and coordination) and describe ways that these systems interact with each other.

## Topic: Water & Weather

### Heat Transfer in the Earth's System

*Students will be able to...*

- Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through the earth's system.
- Explain the relationship among the energy provided by the sun, the global patterns of atmospheric movement, and the temperature differences among water, land, and atmosphere.

## Topic: Heat Energy

### Heat Energy

*Students will be able to...*

- Recognize that heat is a form of energy and that temperature change results from adding or taking away heat from a system.
- Give examples of how heat moves in predictable ways, moving from warmer objects to cooler ones until they reach equilibrium

## Topic: Technology/Engineering

### Materials, Tools and Machines

*Students will be able to...*

- Identify appropriate materials, tools, and machines to solve problems
- Engineering Design: Students will be able to...
- Identify and explain the steps of the engineering design process.
- Demonstrate methods of representing solutions to a design problem.

## Topic: Scientific Inquiry

### Use of Tools

*Students will be able to...*

- Use simple tools such as rulers, magnifiers, balances, thermometers, graduated cylinders, etc. to observe and measure things carefully.

## **Experimentation**

*Students will be able to...*

- Pose questions, design and conduct simple science experiments using appropriate equipment and measuring tools. Some questions may be posed by the student and some will be posed by the teacher.
- Predict, observe, classify and clearly record results in journals or logs.
- Communicate scientific procedures and explanations using presentations, charts, simple graphs, discussions and writing.
- Develop descriptions, explanations, predictions, and models using evidence.
- Compare results and explanations with scientific knowledge.

## **Discussion & Presentation**

*Students will be able to...*

- Participate in formal and informal discussions in large and small groups, using agreed upon rules to conduct and facilitate them
- Organize and present their thoughts in a logical manner
- Support their ideas with evidence or details; expect and request the same of others
- Actively listen, respond to, and build on ideas generated during discussions
- Use the information to inform or change their perspectives
- Ask for clarification when others' responses are unclear
- Summarize and evaluate what they have learned from the discussion
- Evaluate the productivity of discussions using established criteria; make suggestions to improve the discussions
- Give oral presentations, using established criteria to prepare, assess, and improve their presentations

## **Composition**

*Students will be able to...*

- Write frequently in response to readings, other presentations, and observations (e.g., summaries, questions, reactions, connections, predictions, reports).
- Maintain a system for collecting, referring to, and sharing their thoughts, observations, writings, illustrations, and other work.
- Write occasional, brief research reports to extend their knowledge beyond classroom presentations; include a clear focus and supporting details
- Write, share, assess, and revise frequent responses to MCAS-like, open response (key) questions posed by the teacher

# PERFORMANCE STANDARDS: GRADE 6



## All Subjects

Students are expected to earn a passing grade (levels 2-4, 60-100%, D- to A+) on the tests, products and assignments required by their teacher, including any subject-area assessments that may be developed and administered by each school.

## Reading & Writing

### 1. Reading:

- a. Citywide Assessments:** Students are expected to meet minimum competency benchmarks on one of the following assessments.
- Scholastic Reading Inventory (minimum competency: lexile 800; grade level proficiency: lexile 915)
  - Qualitative Reading Inventory (level 5.0)
  - Flynt-Cooter Reading Assessment (level 6.0)

Students enrolled in the Transition Bilingual Program are expected to meet the following minimum competency benchmarks in English:

- Stage 2: Lexile 475, Scholastic Reading Inventory (level 16) or 65%, ESL CRT Reading
- Stage 3: Lexile 575, Scholastic Reading Inventory (level 16)
- Stage 4: Lexile 680, Scholastic Reading Inventory (level 16)
- Stage 5: Lexile 800, Scholastic Reading Inventory (level 16)

- b. English/Native Language Arts:** Students are expected to read and respond to a minimum of 20 books or "book equivalents" (e.g., series of periodicals or articles, manuals, collections of essays or poetry) each year. These works must be from multiple genres, including fiction and non-fiction. At least ten of the works must be whole books, fiction and non-fiction. Three of these ten books should be selected from a list of 10-15 books developed by the teacher, in collaboration with his or her colleagues.

To ensure that students' reading experiences are challenging and diverse, the literature in each teacher-developed list, and each student's three selections, must be rigorous, explore diverse and relevant themes through complex characters, represent a variety of perspectives (race, ethnicity, gender, class, and age), and include classical and contemporary literature. The lists must include books that represent the range of reading levels evident in students and they must vary from grade to grade.

Teachers should select one or two books from their list that all students will read through shared reading, read alouds, guided reading, and/or book clubs/literature circles. The one or two books will be chosen to: a) provide students with an opportunity to explore how a particular author uses language, structure, and other literary elements in a particular way to tell a story or inform the reader; b) engage all students in discussions about a single piece of literature or a particular theme; and c) develop and assess students' ability to respond to literature and use discussion strategies. Attention should be given to ensure the selections are rich in content and ideas and accessible to students with teacher and peer support.

### 2. Writing: English/Native Language Arts

- a. Students are expected to meet minimally acceptable standards (level 2-4 using BPS Task Descriptions, MCAS Scoring Guides, or comparable school-developed alternatives; levels 3-6 on MCAS ELA Composition Scoring Guide) on at least one independently written *Personal Narrative* and one independent *Response to Literature* (Key Question) by the close of the school year.
  - b. Students are expected to keep a writer's notebook where they have the opportunity to collect ideas each day, think about their writing, and write about what they're thinking and reading. The notebook will include a large volume of work. A minimum of 8 pieces of work from multiple genres will emerge from their notebook, be taken through the writing process (including a seed idea, initial drafts, revisions, edits, completion/publication) and be assessed using a rubric. At least two of these works will be responses to complete works of literature.
3. Performance on reading and writing assessments should be factored into students' grades.

### **Mathematics**

Students are expected to earn a passing grade (levels 2-4, 60-100%, D- to A+) on:

- o Citywide, BPS Math Tasks administered each marking term
- o Citywide, BPS mid- and end-of-year assessments in mathematics

Performance on these assessments should be factored into students' final grades.

### **Science/Technology & History/Social Studies**

Students are expected to meet minimally acceptable standards (level 2-4) on open-response questions aligned with the learning standards. Centrally developed questions will be administered in the winter and spring to assess students' progress. Scoring will be completed using centrally developed, MCAS-like rubrics. Students' performance on these assessments should be factored into students' final grades.

### **Massachusetts Comprehensive Assessment System (MCAS)**

Students are expected to earn a passing score (levels 2-4) on the *Mathematics* assessment administered in the spring. Performance on this assessment is not factored into a student's final grade.