Power Standards

"I can" Checklist for students

Grade 6

☑	Required skills by the end of Grade 6
	I can understand ratios and the language used to describe two amounts
	I can understand how to find a rate when given a specific ratio (e.g., We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger)
	I can solve word problems related to ratios in order to figure out the rate
	I can create tables of equivalent ratios, find missing values in the tables, plot those values on a coordinate plane, and use the tables to compare ratios e. Solve unit rate problems
	I can find a percent of a quantity as a rate per 100 and solve problems involving finding the whole if given a part and the percent
	I can convert units of measurement
	I can divide two fractions and solve word problems involving the division of fractions by fractions
	I can understand that positive and negative numbers are used to describe amounts having opposite values
	I can use positive and negative numbers to show amounts in real-world situations and explain what the number 0 means in those situations
	I can understand that a rational number is a point on a number line and extend number line diagrams to show positive and negative numbers on the line and in the plane
	I can recognize opposite signs of numbers as indicating places on opposite sides of 0 on the number line
	I can understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane
	I can place integers and other numbers on a number line diagram
	I can place ordered pairs on a coordinate plane
	I can understand absolute value of rational numbers and that absolute value is the number's distance from 0 on the number line
	I can understand the distance between two numbers (positive or negative) on a number line
	I can write, understand, and explain what rational numbers mean in real-world situations
	I can tell the difference between comparing absolute values and ordering positive and negative number
	I can graph in all four quadrants of the coordinate plane to help solve real-world and mathematical problems
	I can determine the distance between points in the same first coordinate or the same second coordinate
	I can write and understand numerical expressions involving whole number exponents
	I can write, read and figure out expressions in which letters stand for numbers
	I can write expressions using numbers and letters, with the letters standing for numbers, and identify the parts of an expression using mathematical words (e.g., sum, term, product, factor, quotient, coefficient)
	I can understand that in 2(8 + 7), (8 + 7) can be thought of as two separate numbers or as 15
	I can determine the answer to expressions when given the specific value of a variable
	I can use prior knowledge of the order of operations to evaluate expressions
	I can use prior knowledge of the order of operations to create equivalent expressions
	I can identify when two expressions are equivalent
	I can understand that solving an equation or inequality is like answering a question
	I can use variables to represent numbers and write expressions when solving real-world problems
	I can solve real-world and mathematical problems by writing and solving equations
	I can write an inequality which has many solutions and represent these solutions on a number line (where x>c or x<c)
	I can use variables to represent two quantities in a real-world problem and write an equation to express the quantities.
	I can use graphs and tables to show the relationship between dependent and independent variables

Mathematical Practices for ALL grade levels

☑	I do statement	Mathematical Practice
	I do try different strategies when I get stuck and never quit!	Make sense of problems and persevere in solving them.
	I do think about my answer to see if it makes sense.	Reason abstractly and quantitatively.
	I do explain my thinking using math vocabulary.	Construct viable arguments and critique the reasoning of others.
	I do draw diagrams and pictures that help me solve problems.	Model with mathematics.
	I do use the most appropriate tools (rulers, number lines, ten-frames, calculators, etc.) when solving problems	Use appropriate tools strategically.
	I do check my work when I finish.	Attend to precision.
	I do organize my work to allow myself to make valuable observations.	Look for and make use of structure.
	I do look for patterns and apply these patterns to solve problems.	Look for and express regularity in repeated reasoning.