Name_____School Term_____ STANDARD EE.6.EE.1-2

# Grade 6 Math "I Can" Statements ☑Checklist

**Instructions:** These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

| **Domain: Expressions and Equations** | **Cluster: Apply and extend previous understandings of arithmetic to algebraic expressions.** | **Standard: EE.6.EE.1-2** |
|---|---|---|

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| I can identify math symbol "=" as meaning equal to. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |
| I can match a number sentence with the correct picture representation. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |
| I can identify equivalent number sentences. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |
| I can generate (verbal, written, modeled) a two-step number sentence using appropriate numbers and symbols. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |

Name_____School Term_____ STANDARD EE.6.EE.3

# Grade 6 Math "I Can" Statements ☑Checklist

**Instructions:** These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

| **Domain: Expressions and Equations** | **Cluster: Apply and extend previous understandings of arithmetic to algebraic expressions.** | **Standard: EE.6.EE.3** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I can match different displays of the same quantity. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |
| I can recognize different displays of the equal quantities. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |
| I can demonstrate understanding of equivalent expressions. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |
| I can solve equivalent expressions to illustrate that they are equivalent. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |

Name_____School Term_____ STANDARD EE.6.EE.5-7

# Grade 6 Math "I Can" Statements ☑ Checklist

**Instructions:** These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

| **Domain: Expressions and Equations** | **Cluster: Reason about and solve one-variable equations and inequalities.** | **Standard: EE.6.EE.5-7** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I can identify the letter in a mathematical sentence. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |
| I can determine what is unknown in an equation. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |
| I can match an equation to a real-world problem in which variables are used to represent numbers. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |
| I can use a variable and generate an equivalent equation that represents a real-world problem. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |

Name_____School Term_____ STANDARD EE.6.G.1

# Grade 6 Math "I Can" Statements ☑ Checklist

**Instructions:** These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

| **Domain: Geometry** | **Cluster: Solve real-world and mathematical problems involving area, surface area, and volume.** | **Standard: EE.6.G.1** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I can indicate the inside of a space. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |
| I can determine what is the larger area. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |
| I can demonstrate area. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |
| I can find area. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |

Name_____School Term_____ STANDARD EE.6.G.2

# Grade 6 Math "I Can" Statements ☑ Checklist

**Instructions:** These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

| **Domain: Geometry** | **Cluster: Solve real-world and mathematical problems involving area, surface area, and volume.** | **Standard: EE.6.G.2** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I can indicate the inside of a space. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |
| I can determine what the larger area is. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |
| I can demonstrate area. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |
| I can find area. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |

Name_____School Term_____ STANDARD EE.6.NS.1

# Grade 6 Math "I Can" Statements ☑Checklist

**Instructions:** These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

| **Domain: The Number System** | **Cluster: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.** | **Standard: EE.6.NS.1** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| I can distinguish between more or less. | **Date** | | | | | | | | | | |
| | **DATA** | | | | | | | | | | |
| I can demonstrate an amount of 1/2. | **Date** | | | | | | | | | | |
| | **DATA** | | | | | | | | | | |
| I can compare the relationships between two unit fractions. | **Date** | | | | | | | | | | |
| | **DATA** | | | | | | | | | | |
| I can compare the relationships between the three unit fractions (1/2, 1/4, 1/8). | **Date** | | | | | | | | | | |
| | **DATA** | | | | | | | | | | |

Name_____School Term_____ STANDARD EE.6.NS.2

# Grade 6 Math "I Can" Statements ☑ Checklist

**Instructions:** These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

| **Domain: The Number System** | **Cluster: Compute fluently with multi-digit numbers, and find common factors and multiples.** | **Standard: EE.6.NS.2** |
|---|---|---|

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| I can replicate equal sets. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |
| I can identify the concept of division using fair and equal shares. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |
| I can apply the concept of fair share and equal shares to divide. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |
| I can solve a division problem using the concept of equal shares. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |

Name_____School Term_____ STANDARD EE.6.NS.3

# Grade 6 Math "I Can" Statements ☑ Checklist

**Instructions:** These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

| **Domain: The Number System** | **Cluster: Compute fluently with multi-digit numbers, and find common factors and multiples.** | **Standard: EE.6.NS.3** |
|---|---|---|

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| I can identify a group of a given quantity. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |
| I can solve repeated addition problems where the addends are the same (i.e., 5 + 5 + 5 = 15 is equal to three groups of five) using concrete manipulatives and/or a calculator. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |
| I can solve two factor multiplication problems with products up to 50 using concrete objects and/or calculators. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |
| I can solve multiplication problems with whole number products to 50 using numerical representations. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |

Name_____School Term_____ STANDARD EE.6.NS.5-8

# Grade 6 Math "I Can" Statements ☑Checklist

**Instructions:** These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

| **Domain: The Number System** | **Cluster: Apply and extend previous understandings of numbers to the system of rational numbers.** | **Standard: EE.6.NS.5-8** |
|---|---|---|

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| I can identify which is greater than and less than using fewer than 10. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |
| I can order positive numbers from least to greatest. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |
| I can understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero). | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |
| I can apply positive and negative numbers to a real-world context from greater than positive 10 and less than negative 10. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |

Name_____School Term_____ STANDARD EE.6.RP.1

# Grade 6 Math "I Can" Statements ☑ Checklist

**Instructions:** These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

| **Domain: Ratios and Proportional Relationships** | **Cluster: Understand ratio concepts, and use ratio reasoning to solve problems.** | **Standard: EE.6.RP.1** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I can identify a one-to-one relationship. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |
| I can complete a pattern given a simple ratio. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |
| I can demonstrate a simple ratio relationship. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |
| I can use a ratio to describe a relationship using numbers and objects. | **Date** | | | | | | | | | | | |
| | **DATA** | | | | | | | | | | | |

Name_____School Term_____ STANDARD EE.6.SP.1-2

# Grade 6 Math "I Can" Statements ☑Checklist

**Instructions:** These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

| Domain: Statistics and Probability | Cluster: Develop understanding of statistical variability. | Standard: EE.6.SP.1-2 |
|---|---|---|

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| I can sort information into categories of same and different. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |
| I can organize data. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |
| I can display data on a graph or table that shows variability of data. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |
| I can collect, display, and describe data on a graph or table. | Date | | | | | | | | | | |
| | DATA | | | | | | | | | | |

Name_____School Term_____ STANDARD EE.6.SP.5

# Grade 6 Math "I Can" Statements ☑Checklist

**Instructions:** These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

| Domain: Statistics and Probability | Cluster: Summarize and describe distributions. | Standard: EE.6.SP.5 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I can identify which has more or less. | Date | | | | | | | | | | | |
| | DATA | | | | | | | | | | | |
| I can use a graph to determine which category has the most. | Date | | | | | | | | | | | |
| | DATA | | | | | | | | | | | |
| I can summarize data distributions on a graph or table. | Date | | | | | | | | | | | |
| | DATA | | | | | | | | | | | |
| I can summarize the data on a graph or table. | Date | | | | | | | | | | | |
| | DATA | | | | | | | | | | | |