

## Resources

Your child's teacher is the best source of information about what is being taught in the classroom. Ask for examples of work that is being done in the classroom. Ask questions such as: Does this work meet the standard? How can I help my child improve? Are there specific resources you would recommend?

You can find many resources online. Some of the sites you may wish to explore for more information include the following:

Office of Catechetical Formation and Education website: [www.ocfecleveland.org](http://www.ocfecleveland.org)

National Catholic Education Association: <http://www.ncea.org/>

The Common Core State Standards website: [www.corestandards.org](http://www.corestandards.org)

U.S. Department of Education's Parent page: [www2.ed.gov/parents](http://www2.ed.gov/parents)

Ohio Department of Education: [education.ohio.gov](http://education.ohio.gov)

Achieve the Core: [achievethecore.org](http://achievethecore.org)

The National Council of Teachers of Mathematics: <http://www.nctm.org/>

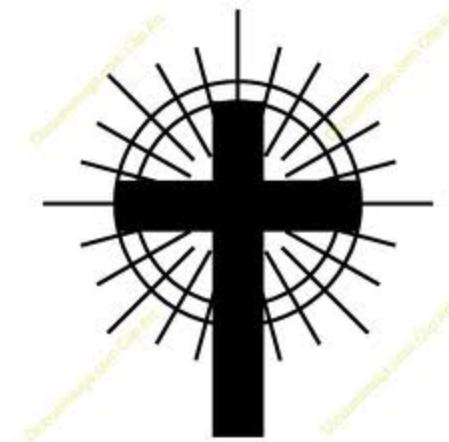
The National Council of Teachers of English: <http://www.ncte.org/>

## How can you help?

Learning does not stop once the school day is over. You are the most important teacher in your child's education. Sit down with your child as homework is being completed to give you an understanding of what your child is learning and where specific struggles may be.

- As a family, read every evening for at least 20-30 minutes.
- Review math facts and concepts learned each day.
- Get a library card and take your child to the library every week.
- Share in the excitement of learning with your child.
- Talk to your child about what they are learning in school.

# Parent Guide to Understanding the Curriculum ~ ~ ~ Grade Six



**Diocese of Cleveland  
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## Changes You Will See

### Mathematics Shifts

**Focus:** Each year, teachers will spend more time teaching important areas in mathematics. By focusing deeply on specific content, students will gain a strong foundation and a solid understanding of the concepts.

**Coherence:** The standards logically progress from grade to grade. The majority of standards at each grade level are not new topics, but extensions of what students have learned in previous years.

**Rigor:** Students are expected to have conceptual understanding of certain topics, fluency and skill in procedural calculations, and the ability to apply what they have learned in the classroom in everyday situations.

### Language Arts Shifts

**Informational Text:** In addition to Literature, students will be reading more non-fiction pieces from across all content areas.

**Evidence from Texts:** Students will have to read more carefully to understand the message the author is trying to convey. Writing will focus more on argumentative instead of narrative.

**Complex text and academic language:** As career and technical texts have become more complex, what students were expected to read in school did not. The standards create a staircase of text complexity so all students are reading for the reading levels necessary for success in college or the career of their choosing.

## What Your Child Will Learn

All curricula developed for the elementary schools in the Diocese of Cleveland are, first and foremost, based on the teachings of the Catholic Church. In addition, our curricula reflect the Common Core State Standards, the Ohio Learning Standards, and the standards of professional education associations. The Diocesan curriculum provides our students with an education that challenges them to live faith-filled lives and succeed in high school and beyond.

### In Mathematics

In sixth grade, the children will begin to understand how variables are used in equations. They will write expressions and equations to be used in specific situations. Geometry will incorporate these skills by having the children solve word problems that involve the measurement of area, surface area, volume, and mass. Children will use real-world examples to explain various concepts.

Some of the activities your children will engage in during sixth grade are:

- Describing quantities using both positive and negative numbers
- Adding and subtracting fractions with unlike denominators
- Determining area, surface area, and volume.

#### Example of the progression of a concept across grades 5 – 7

| Grade Five  | Grade Six   | Grade Seven  |
|---|---|--|
| Use a pair of perpendicular numbers lines, called axes, to define a coordinate system...and a given point on the plane by using an ordered pair of numbers. | Find the area of right triangles, special quadrilaterals, and polygons by composing or decomposing into rectangles, triangles, or other shapes. | Solve problems involving scale drawings of geometric figures, including computing actual lengths and area from scale drawings, and reproducing a scale drawing at a different scale. |

### In Language Arts

In sixth grade, children will continue to strengthen their reading, writing, speaking, and listening skills. The children will read more challenging text types such as Scripture, books, and articles. Children will use technology to produce and publish longer (about three pages) pieces of writing.

Some of the activities your child will engage in during sixth grade are:

- Understanding how a central idea of a text is conveyed to the reader
- Using technology to produce and publish writing
- Understanding how figurative language is used by an author
- Writing over an extended period of time.

#### Example of the progression of a concept across grades 5 – 7

| Grade Five  | Grade Six   | Grade Seven   |
|---|---|---|
| Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. | Analyze how a particular sentence, paragraph, Biblical verse, chapter, or selection is used in a text (including Scripture and other Catholic works). | Analyze how a drama's or poem's structure (e.g. soliloquy, sonnet, psalm) contributes to its meaning. |