

Sixth Grade  
ELA  
Common Core  
Standards  
"I CAN"  
Statements

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# Sixth Grade ELA

## Reading Standards for Literature

### Key Ideas and Details

- RL.6.1 I can correctly cite evidence from what a text states explicitly, as well as from what can be inferred from a text.
- RL.6.2 I can find the theme or main idea of a text by looking for specific details in the reading. I can give a summary of a text without inserting my personal opinion.
- RL.6.3 I can explain how events in a story unfold. I can describe how characters react and grow as the story develops.

### Craft and Structure

- RL.6.4 I can tell you the meaning of words and phrases that I have read. I can explain figurative and connotative meanings. I can evaluate how specific words convey certain meanings and tones.
- RL.6.5 I can tell you how certain parts of the text (sentence, chapter, scene, stanza) fit together and help the theme, setting, or plot develop.
- RL.6.6 I can explain how an author develops the point of view of a speaker or narrator.

### Integration of Knowledge and Ideas

- RL.6.7 I can explain the similarities and differences between reading a piece of literature and viewing an audio, video or live version. I can describe how "seeing" and "hearing" while one reads is different to the perception one gets when listening/watching.
- RL.6.9 I can talk about similarities and differences between texts in different genres with similar themes.

### Range of Reading and Level of Text Complexity

- RL.6.10 I can read grade level literature. I understand what I am reading.

## Reading Standards for Informational Text

### Key Ideas and Details

- RI.6.1 I can find evidence to support what the text says, as well as what the text implies through inferences.
- RI.6.2 I can figure out the main idea of a text and explain how the main idea is shown through details. I can summarize a text without including my opinions and judgments.
- RI.6.3 I can give an in-depth analysis about how people, events, and ideas are introduced, described, and discussed in a text.

### Craft and Structure

- RI.6.4 I can tell you the figurative, connotative, and technical meanings of words in the texts I am reading.
- RI.6.5 I can tell you how certain sentences, paragraphs, sections, or chapters fit the way a text is structured. I can tell you how these help to develop the ideas in a text.
- RI.6.6 I can tell you about the author's point of view and explain how this is shown in the text.

### Integration of Knowledge and Ideas

- RI.6.7 I can develop a complete understanding of a topic by combining information from different formats (words, media, etc.).
- RI.6.8 I can assess the effectiveness of an argument by determining which claims use reasons and evidence to support their claims and which do not.
- RI.6.9 I can compare and contrast the way two different authors present information on the same topic.

### Range of Reading and Level of Text Complexity

- RI.6.10 I can read and understand grade-level informational text.



# Sixth Grade ELA

## Writing

### Text Types and Purposes

- W.6.1 I can write arguments. I can support my argument with reasons and evidence.
- W.6.1a I can introduce a claim. I can clearly organize reasons and evidence.
- W.6.1b I can support my claims with reasons and evidence. I can use reliable sources and show that I understand the topic.
- W.6.1c I can clarify the relationships among claims and reasons using appropriate words, phrases, and clauses.
- W.6.1d I can use a formal style in my writing.
- W.6.1e I can write a conclusion that follows the argument I presented.
- W.6.2 I can write informative/explanatory texts in order to study a topic. I can choose and organize relevant information to go along with my topic.
- W.6.2a I can introduce my topic and organize my ideas. I can use various strategies such as providing definitions, comparing/contrasting, discussing cause/effect, and using text features to help the reader understand the topic.
- W.6.2b I can include facts, definitions, examples, quotations, details, and other information to develop my topic.
- W.6.2c I can use transitions properly.
- W.6.2d I can use academic vocabulary to write about my topic.
- W.6.2e I can write using a formal style.
- W.6.2f I can write a conclusion that follows the information I presented.
- W.6.3 I can write a narrative about a real or imagined experience or event. I can use proper techniques, descriptive details, and a clear sequence of events in my writing.
- W.6.3a I can involve my reader by effectively introducing my narrator and characters. I can organize my writing so that the events occur in a logical sequence.
- W.6.3b I can develop my story using the narrative techniques of dialogue, description, and pacing.
- W.6.3c I can show the shift from one time or setting to another using transitional words, phrases, and clauses.
- W.6.3d I can convey events in my story using descriptive language, exact words /phrases , and sensory language.
- W.6.3e I can end my writing with a conclusion that follows the narrated story I presented.

### Production and Distribution of Writing

- W.6.4 I can create a clear piece of writing that keeps the task, purpose, and audience in mind.
- W.6.5 I can get help from peers and adults to strengthen my writing.
- W.6.6 I can get help from technology and others to produce and publish my writing. I can use keyboarding skills to type three pages in a single sitting.

### Research to Build and Present Knowledge

- W.6.7 I can complete short research projects. I can use several sources to answer a question.
- W.6.8 I can gather information from more than one source and determine if my sources are credible. I can take notes without plagiarizing. I can create a list of sources.
- W.6.9 I can get evidence from different texts to support analysis, reflection, and research.
- W.6.9a I can apply the reading standards to literature.
- W.6.9b I can apply the reading standards to literary non-fiction.

### Range of Writing

- W.6.10 I can practice writing on a regular basis. I can write for long and short time frames. I can write for different tasks, purposes, and audiences.



# Sixth Grade ELA

## Speaking and Listening

### Comprehension and Collaboration

- SL.6.1 I can participate in class discussions in different sized groups and with different partners. I can listen thoughtfully and build on others' ideas about a variety of topics and issues.
- SL.6.1.a I can prepare for discussions ahead of time by learning about the material in advance. I can cite evidence, ask questions, and reflect during the discussion.
- SL.6.1.b I can follow rules for discussions by choosing individual roles and setting goals and deadlines.
- SL.6.1.c I can ask and answer specific questions during discussions. I can add good ideas and information to the discussion.
- SL.6.1.d I can reflect on and paraphrase the different perspectives I heard during a discussion.
- SL.6.2 I can understand what I have learned when the information is presented in different ways. I can explain how the information contributes to the topic we are studying.
- SL.6.3 I can identify a speaker's arguments and claims. I can identify the claims that are supported by evidence and those that are not.

### Presentation and Knowledge of Ideas

- SL.6.4 I can deliver an oral report to present my claims and findings. I can organize my ideas and support them with facts and details. I can speak at a good pace, at a reasonable volume, and using appropriate eye contact.
- SL.6.5 I can use multimedia components and visuals to make the information in my presentation clear.
- SL.6.6 I can use appropriate speech, including formal English, for different situations.



# Sixth Grade ELA

## Language

### Conventions of Standard English

- L.6.1 I can effectively use standard English grammar when writing or speaking.
- L.6.1a I can use pronouns in the correct case (subjective, objective, possessive).
- L.6.1b I can use intensive pronouns such as "myself" and "ourselves."
- L.6.1c I can identify and fix incorrect pronoun shifts.
- L.6.1d I can identify and fix vague pronouns.
- L.6.1e I can identify variations from standard English in the writing and speaking of myself and others. I can tell you how to improve on these variations.
- L.6.2 I can effectively write while using standard English punctuation, capitalization, and spelling.
- L.6.2a I can set off nonrestrictive/parenthetical elements using appropriate punctuation (commas, parentheses, dashes).
- L.6.2b I can spell words correctly.

### Knowledge of Language

- L.6.3 I can use what I know about language when speaking, listening, reading, and writing.
- L.6.3a I can adjust my sentence patterns for meaning, audience interest, and style.
- L.6.3b I can maintain a consistent style and tone.

### Vocabulary Acquisition and Use

- L.6.4 I can figure out the correct meaning of words/phrases by using different strategies.
- L.6.4a I can use the context of a word to figure out the meaning of a word.
- L.6.4b I can use Greek or Latin root words and affixes as clues to determine what a word means.
- L.6.4c I can use an online or print dictionary, glossary, or thesaurus to help with finding the correct pronunciation, part of speech, or meaning of a word.
- L.6.4d I can confirm the initial determination of the meaning of a word/phrase. I can do this by checking the inferred meaning in a dictionary or in context.
- L.6.5 I can understand figurative language, word relationships, and small differences in word meanings.
- L.6.5a I can understand figures of speech in context.
- L.6.5b I can use the relationship between certain words (part/whole, item/category) to better understand the individual words.
- L.6.5c I can distinguish meanings of words (denotations) from similar associations (connotations).
- L.6.6 I can find and use grade-level academic words, phrases, and vocabulary to aid in comprehension.

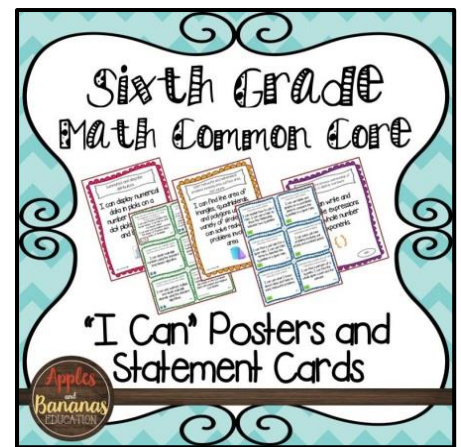
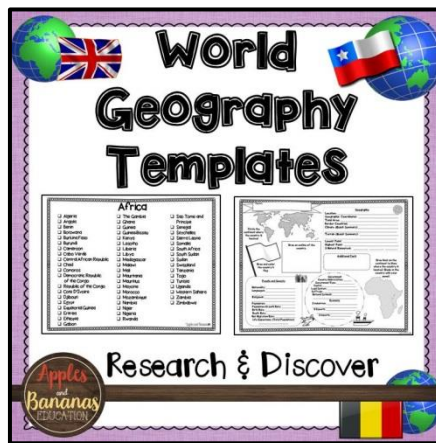


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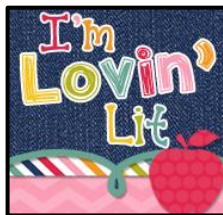
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