

WLS Common Core ELA “I can...” Statements – Grade 6

Standard: Reading for Literature	“I can...” Statement
6.RL.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> • I can make an inference based on evidence directly from the text and show you where I found it.
6.RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> • I can figure out the theme/central idea of the text and find details to support it. • I can create a summary based only on information from the text.
6.RL.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<ul style="list-style-type: none"> • I can identify a story’s problem, main events, and resolution. • I can explain how events change characters throughout a story.
6.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<ul style="list-style-type: none"> • I can explain the author’s meaning when given figurative and connotative words and phrases. • I can understand the effect of a specific word choice on meaning and tone.
6.RL.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<ul style="list-style-type: none"> • I can figure out how a particular sentence, chapter, scene, or stanza fits into the overall structure and helps the growth of the theme, setting, or plot.
6.RL.6. Explain how an author develops the point of view of the narrator or speaker in a text.	<ul style="list-style-type: none"> • I can identify the narrator’s point of view. • I can explain how the author develops point of view (first person, third person, omniscient, and limited).
6.RL.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<ul style="list-style-type: none"> • I can explain the difference between my perceptions while reading a story, drama, or poem compared to listening to or watching it.

6.RL.8. (Not applicable to literature)	NA
6.RL.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<ul style="list-style-type: none"> Given a specific theme or topic, I can find similarities and differences in a variety of genres.
6.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> I can read and comprehend literature at grade level.
Standard: Informational Text	“I can...” Statement
6.RI.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> I can make an inference based on evidence directly from the text and show you where I found it.
6.RI.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> I can figure out the central idea of the text and find details to support it. I can create a summary based only on information from the text.
6.RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<ul style="list-style-type: none"> I can explain how a key individual, event, or idea is developed in a text.
6.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> I can figure out the meaning using context clues.
6.RI.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<ul style="list-style-type: none"> I can determine how specific parts can fit together to create the overall idea.
6.RI.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> Using information from the text, I can determine the author’s point of view and reason for writing the text.
6.RI.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<ul style="list-style-type: none"> I can combine information from different types of sources to help me understand (something) the topic.

<p>6.RI.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<ul style="list-style-type: none"> • I can find a statement in an argument within the text and decide if it is supported or not supported within the text.
<p>6.RI.9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<ul style="list-style-type: none"> • I can compare and contrast different sources on the same subject.
<p>6.RI.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> • I can read and comprehend informational text at grade level.
<p>Standard: Reading Foundations</p>	<p>“I can…” Statement</p>
<p>6.RF.1. K-1 only</p>	<p>NA</p>
<p>6.RF.2. K-1 only</p>	<p>NA</p>
<p>6.RF.3.</p>	<p>NA</p>
<p>6.RF.4.</p>	<p>NA</p>
<p>Standard: Writing</p>	<p>“I can…” Statement</p>
<p>6.W.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. 	<ul style="list-style-type: none"> • I can support my argument or opinion with facts. • I can present my facts. • I can backup my opinions with facts from other references. • I can use facts to support my opinion. • I can write my opinion clearly. • I can summarize the argument.
<p>6.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information, using 	<ul style="list-style-type: none"> • I can write about a topic and stay on topic. • I can write on a theme using a graphic organizer. • I can use credible/clear facts.

<p>strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<ul style="list-style-type: none"> • I can compare relationships within my theme using transitions. • I can write at sixth grade level. • I can write continuously in a formal style. • I can summarize my ideas.
<p>6.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> • I can write a personal narrative including a lot of details. • I can write a fictional narrative with a beginning, middle, and end. • I can write a detailed narrative that includes dialogue, pacing, and description. • I can use phrases to guide readers through the story. • I can use adjectives in my writing. • I can write an appropriate conclusion (ending) to the story.
<p>6.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> • I can stay on topic and write in an organized style.
<p>6.W.5. With some guidance and support from peers and adults, develop</p>	<ul style="list-style-type: none"> • I can revise and edit before my final copy.

<p>and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6).</p>	
<p>6.W.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<ul style="list-style-type: none"> • I can use a computer to produce my final copy.
<p>6.W.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> • I can research information using a variety of resources.
<p>6.W.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<ul style="list-style-type: none"> • I can use a variety of credible resources to complete my writing. • I can check the credibility of resources. • I can paraphrase from a source and cite it correctly.
<p>6.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<ul style="list-style-type: none"> • I can use facts to support my theme. • I can use the skills and strategies I have learned in sixth grade.
<p>6.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • I can make writing part of my daily schedule.
<p>Standard: Speaking and Listening</p>	<p>“I can...” Statement</p>
<p>6.SL.1. Engage effectively in a range of collaborative discussions (one-on-</p>	<ul style="list-style-type: none"> • I can meet with a group of peers to discuss a variety of

<p>one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	<p>topics, texts, and issues while keeping an open mind and respecting my group members.</p> <ul style="list-style-type: none"> I can prepare for the discussion by reading or studying the required material. I can follow the group rules and do my job. I can ask and answer questions that are appropriate to the topic. I can review and explain all ideas about the topic that were discussed in my group.
<p>6.SL.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<ul style="list-style-type: none"> I can interpret information shown to me in different formats and explain how it relates to the topic.
<p>6.SL.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<ul style="list-style-type: none"> I can take a speaker's entire argument and determine what is supported and what is not supported.
<p>6.SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<ul style="list-style-type: none"> I can present information in an order that makes sense using related description, facts, and details that highlight the main idea or theme. I can use appropriate eye contact, adequate volume, and clear pronunciation.
<p>6.SL.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<ul style="list-style-type: none"> I can include multimedia components and visual displays in presentations to clarify information.
<p>6.SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3)</p>	<ul style="list-style-type: none"> I can speak using proper English, when necessary, in a variety of situations.

Standard: Language	“I can...” Statement
<p>6.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language. 	<ul style="list-style-type: none"> • I can correctly use standard English when writing or speaking. • I can use pronouns in the proper case. • I can use intensive pronouns. • I can recognize and correct inappropriate shifts in pronoun number and person. • I can recognize and correct unclear pronouns. • I can recognize the need to improve my own and others writing and speaking. • I can identify and use appropriate strategies to improve speaking and writing.
<p>6.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly. 	<ul style="list-style-type: none"> • I can write using correct English capitalization, punctuation, and spelling. • I can use commas, parentheses, and dashes correctly. • I can spell correctly.
<p>6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/ listener interest, and style. b. Maintain consistency in style and tone. 	<ul style="list-style-type: none"> • I can use a variety of sentence patterns when writing, speaking, reading, or listening. • I can keep my style and tone consistent when writing, speaking, reading, or listening.
<p>6.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). 	<ul style="list-style-type: none"> • I can use context clues when finding the meaning of a word or phrase. • I can use Greek or Latin roots or affixes to find the meaning of a word. • I can use reference materials to find out how to say a word and its meaning. • I can double check the meaning of a word by using a dictionary or context clues.

<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	
<p>6.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<ul style="list-style-type: none"> • I can interpret figures of speech in context. • I can use cause/effect, part to whole, item /category relationships to understand word meanings. • I can tell the difference between a word’s connotations (feeling) with its actual definition.
<p>6.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • I can use grade level vocabulary appropriately.