

## Sixth Grade Language Arts Learning Targets - Common Core

Strand	Standard Statement	Learning Target		
Reading: Literature	1	I can use evidence from the text to support my analysis of what the text says and inferences I make.	RL 1-1	
	2	I can determine the theme or central idea and explain how it is portrayed through details.	RL 2-1	
	2	I can summarize a text and leave out my personal opinion	RL 2-2	
	3	I can describe how a story's/drama's plot unfolds using a series of episodes.	RL 3-1	
	3	I can explain how the characters respond or change as the plot advances.	RL 3-2	
	4	I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text.	RL 4-1	
	4	I can analyze the impact of specific word choice on the meaning and tone of the passage.	RL 4-2	
	5	I can explain how a particular sentence/chapter/scene fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RL 5-1	
	6	I can explain how an author develops the point of view of a narrator or text's characters.	RL 6-1	
	7	I can compare and contrast the experience of reading a text to viewing or listening to the same text.	RL 7-1	

	8	Not applicable to literature.	
	9	I can compare and contrast texts of different forms/genres on their treatment of the same topic.	RL 9-1
	10	I can read and comprehend literature appropriate for sixth grade.	RL 10-1
Reading: Informational Text	1	I can use evidence from the text to support my analysis of what the text says and inferences I make.	RI 1-1
	2	I can determine the central idea of a text and explain how it is supported by key details.	RI 2-1
	2	I can summarize informational text while leaving out my personal opinion.	RI 2-2
	3	I can analyze how an individual, event, or idea is introduced, illustrated, and elaborated upon in informational text.	RI 3-1
	4	I can determine the figurative, connotative, or technical meaning of words or phrases in a grade 6 text.	RI 4-1
	5	I can analyze how a sentence/paragraph/chapter/section fits into the structure of a text and contributes to the development of the ideas.	RI 5-1
	6	I can determine the author's point of view and explain how it is conveyed through the text.	RI 6-1
	6	I can determine the author's purpose and explain how it is conveyed through the text.	RI 6-2
	7	I can utilize media or graphics to develop a coherent understanding of a topic.	RI 7-1
	8	I can trace and evaluate the argument and claims in a text.	RI 8-1
	8	I can identify claims that are supported with reasons and those that are not.	RI 8-2
	9	I can compare and contrast two authors' presentation of the same event or topic.	RI 9-1
	10	I can read and comprehend informational text appropriate for sixth grade.	RI 10-1
Writing	1	I can write an argument with clear reasons and relevant evidence, where I:	W 1-1

		a - introduce claims and organize the reasons/evidence clearly,	
		b - support claims with clear and relevant evidence, use credible sources and demonstrate understanding of the topic,	
		c - use words, phrases, and clauses to clarify relationships among claims/reasons,	
		d - establish and maintain a formal style, and	
		e - provide a concluding statement or section that flows from the presented argument.	
	2	I can write an informative piece, which examines a topic and conveys ideas, where I:	W 2-1
		a - introduce a topic, organize ideas with appropriate structure, include formatting and graphics when useful,	
		b - use facts, definitions, details, and quotations, or other examples to develop the topic,	
		c - use appropriate transitions to clarify relationships among ideas,	
		d - use precise language and vocabulary to explain about the topic,	
		e - establish and maintain a formal style, and	
		f - provide a concluding statement or section that follows from the information provided.	
	3	I can write a real or imagined narrative with descriptive details and effective technique, where I:	W 3-1
		a - establish a context, introduce a narrator and/or characters, and organize a logical event sequence,	
		b - use dialogue, descriptions, and pacing to develop events and characters,	
		c - use transitional words, phrases, and clauses to convey sequence and signal shifts,	
		d - use precise words and phrases and sensory details and language to convey experiences and events, and	
		e - provide a conclusion that follows from the narrated experience.	
	4	I can produce clear, coherent writing in which the development, organization, and style are	W 4-1

		appropriate for sixth grade tasks, purposes, and audiences.	
	5	I can use guidance from my peers and adults to plan, revise, and edit my writing.	W 5-1
	6	I can use digital tools to produce and publish my work.	W 6-1
	6	I can use the internet to interact and collaborate with my peers on writing projects.	W 6-2
	6	I can demonstrate a command of keyboarding skills to type three pages in one setting.	W 6-3
	7	I can conduct short research projects, that use several sources to answer a specific question.	W 7-1
	8	I can gather information from multiple sources (print and digital) and assess credibility of	W 8-1
		those sources.	
	8	I can quote or paraphrase information found for my finished work.	W 8-2
	8	I can provide basic bibliographic information for my sources.	W 8-3
	9a	I can use evidence from literature to support analysis, reflection, and research in my writing.	W 9a-1
	9b	I can use evidence from informational text to support analysis, reflection, and research in	W9b-1
		my writing.	
	10	I can write for a range of time and tasks.	W 10-1
Speaking & Listening	1a	I can prepare for a class discussion and participate by referring to my findings during	SL 1a-1
		discussion.	
	1b	I can follow agreed-upon rules for class discussions, carry-out my role, and meet goals and	SL 1b-1
		deadlines.	
	1c	I can ask and answer questions during a discussion to elaborate on the remarks of others	SL 1c-1
		and contribute to the discussion.	
	1d	I can review ideas expressed and demonstrate understanding of multiple perspectives	SL 1d-1
		presented during the discussion.	
	2	I can interpret information presented in diverse formats and explain how it contributes	SL 2-1

		to the topic under study.	
	3	I can identify a speaker's argument and specific claims.	SL 3-1
	3	I can identify claims that are supported by reasons/evidence and those that are not.	SL 3-2
	4	I can present claims and findings by sequencing ideas logically and using important facts	SL 4-1
		and descriptions.	
	4	I can use appropriate eye contact, adequate volume, and clear pronunciation during a	SL 4-2
		presentation.	
	5	I can include multimedia projects or visual displays when they will be helpful in clarifying	SL 5-1
		information.	
	6	I can adapt my speech to a variety of tasks and contexts.	SL 6-1
Language	1a	I can use pronouns in the proper case.	L 1a-1
	1b	I can use intensive pronouns.	L 1b-1
	1c	I can correct inappropriate shifts in pronoun number and person.	L 1c-1
	1d	I can correct vague pronouns.	L 1d-1
	1e	I can recognize variations of standard English in writing and correct those areas.	L 1e-1
	2a	I can use punctuation to set off nonrestrictive elements.	L 2a-1
	2b	I can spell correctly.	L 2b-1
	3a	I can vary sentence patterns for meaning, interest, and style.	L 3a-1
	3b	I can maintain consistency in style and tone while writing and speaking.	L 3b-1
	4a	I can use context clues to figure out word meanings.	L 4a-1
	4b	I can use common Greek and Latin affixes and roots to figure out word meanings.	L 4b-1
	4c	I can use reference materials to determine pronunciation, meaning, or part of speech of a	L 4c-1
		word.	

	4d	I can verify what I think a word means by looking it up.	L 4d-1
	5a	I can interpret figures of speech in context.	L 5a-1
	5b	I can use the relationships between words to better understand each word's meaning.	L 5b-1
	5c	I can distinguish among connotations and denotations of words.	L 5c-1
	6	I can use vocabulary appropriate to sixth grade topics.	L 6-1
	6	I can use resources to determine the meaning a word or phrase important for	L 6-2
		comprehension and/or expression.	