

## Reading

### Literature



**Note:**  
These are end-of-year expectations for...

# Sixth Grade

<b>Literature</b>	
<b>Key Ideas &amp; Details</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● refer to the text when talking/writing about what the text says.</li> <li>● refer to the text when talking/writing about what the text implies.</li> <li>● tell the theme of a text.</li> <li>● describe how the author conveys the theme.</li> <li>● summarize the text.</li> <li>● tell how the characters respond or change as the plot moves along.</li> </ul>
<b>Craft &amp; Structure</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● tell what words/phrases mean in a text.</li> <li>● tell what figurative words/phrases mean in a text.</li> <li>● tell what connotative words/phrases mean in a text.</li> <li>● tell how specific words add to the meaning or tone of the text.</li> <li>● tell how different parts of the text fit into the overall structure.</li> <li>● describe how different parts of the text add to the development of theme, setting, and plot.</li> <li>● tell who is telling the story.</li> <li>● develops the point of view in the text.</li> </ul>
<b>Integration of Knowledge</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● tell what's the same and different about reading a text and listening to/viewing another version of the text.</li> <li>● tell about the difference between what I see and hear in my head when I read, and what I hear when I listen to an audio version.</li> <li>● tell how two texts from different genres approach a topic/theme in the same and different ways.</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● read and understand literary text at my grade level.</li> </ul>
<b>Informational Text</b>	
<b>Key Ideas &amp; Details</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● refer to the text when talking/writing about what the text says.</li> <li>● refer to the text when talking/writing about what the text implies.</li> <li>● tell the main idea of a text.</li> <li>● describe how the author conveys the main idea through details and examples.</li> <li>● summarize the text.</li> <li>● tell how a key person, event, or idea is introduced, illustrated and/or elaborated in a text.</li> </ul>

### Reading (continued)

<b>Craft &amp;</b>	I can...
--------------------	----------

<p><b>Structure</b></p>	<ul style="list-style-type: none"> <li>● tell what words/phrases mean in a text.</li> <li>● tell what figurative, connotative, and/or technical words/phrases mean in a text.</li> <li>● tell how the different parts of the text add to the development of the main idea.</li> <li>● identify text features and describe how they help me comprehend the text.</li> <li>● tell who is telling the story.</li> <li>● describe how the author develops the point of view in the text.</li> </ul>
<p><b>Integration of Knowledge</b></p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● integrate information from different sources on the same topic.</li> <li>● identify the arguments/claims in a text.</li> <li>● tell which arguments/claims are and are not supported by reasons.</li> <li>● tell what is same and different about two authors' accounts of the same event.</li> </ul>
<p><b>Range of Reading and Level of Text Complexity</b></p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● read and understand informational texts at my grade level.</li> </ul>

## Writing

<p><b>Text Types &amp; Purposes: Arguments</b></p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● introduce claims.</li> <li>● clearly organize reasons and evidence.</li> <li>● support claims with reasons and evidence.</li> <li>● use credible sources.</li> <li>● show my understanding of the topic or text.</li> <li>● use words, phrases, and clauses to clarify the relationship among claims and reasons.</li> <li>● maintain a formal style in my argument writing.</li> <li>● write a concluding statement for my argument.</li> </ul>
<p><b>Text Types &amp; Purposes: Informative/ Explanatory</b></p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● introduce a topic or thesis statement.</li> <li>● use various strategies to organize ideas, concepts, and information.</li> <li>● include formatting in my writing.</li> <li>● include multimedia to accompany my writing.</li> <li>● develop the topic with facts, details, and examples.</li> <li>● include transitions to clarify the connections between ideas.</li> <li>● use precise language and subject-specific vocabulary.</li> <li>● maintain a formal style in my informative/explanatory writing.</li> <li>● write a concluding statement in my informative/explanatory writing.</li> </ul>

## Writing (Continued)

<p><b>Text Types &amp; Purposes: Narrative</b></p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● engage and orient the reader by establishing a context/setting, a narrator and/or characters, and plot or sequence of events.</li> <li>● use dialogue and pacing to develop experiences, events, or characters.</li> <li>● can use transition words to convey the sequence of events or shifts in setting.</li> <li>● use precise words, descriptive details, and/or sensory language in my narrative writing.</li> <li>● include a conclusion in my narrative writing.</li> </ul>
<p><b>Production &amp; Distribution</b></p>	<p>When someone helps me, I can...</p> <ul style="list-style-type: none"> <li>● use a structure appropriate for the writing task and purpose.</li> <li>● strengthen my writing with help from my teacher and classmates.</li> <li>● edit my writing with help from my teacher and classmates.</li> <li>● use technology to produce, publish, and share my writing.</li> <li>● type at least three pages in a single sitting.</li> </ul>
<p><b>Research to Build and Present Knowledge</b></p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● research a topic to answer a question.</li> <li>● use several sources to research a topic.</li> <li>● gather information from multiple sources in my research.</li> <li>● assess the credibility of a source.</li> <li>● quote or paraphrase information from a source without plagiarizing.</li> <li>● provide bibliographic information for my sources.</li> <li>● draw evidence from literary, and informational texts to support analysis, reflection, and research.</li> </ul>
<p><b>Range of Writing</b></p>	<ul style="list-style-type: none"> <li>● write over an extended time frame and on demand.</li> </ul>

### **Speaking & Listening**

<p><b>Comprehension and Collaboration</b></p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● participate in class discussions.</li> <li>● come prepared, having read or studied the discussion material.</li> <li>● refer to the text when participating in the discussion.</li> <li>● follow class conversation norms (e.g. taking turns listening and speaking).</li> <li>● assume an assigned role in a discussion.</li> <li>● ask and answer questions about a topic, text, or issue to add to the discussion.</li> <li>● review and show my understanding of the key ideas of the conversation by paraphrasing.</li> <li>● understand information presented in different ways.</li> <li>● explain how that information adds to a topic, text, or issue.</li> <li>● identify and tell which arguments/claims are and are not supported by reasons.</li> </ul>
---	---

### **Speaking & Listening** (continued)

<p><b>Presentation of Knowledge and Ideas</b></p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● tell a story, or tell about an experience, including facts and descriptive details.</li> <li>● tell the story or experience in logical sequence.</li> <li>● use nonverbal gestures and expressions that enhance my presentation.</li> <li>● use eye contact to engage my audience.</li> <li>● speak and pronounce so my classmates and teacher can understand me.</li> <li>● give an informative/explanatory presentation about a topic including facts.</li> <li>● include concrete details about the topic.</li> <li>● use transitions to clarify connections.</li> <li>● use precise language and subject specific vocabulary.</li> <li>● include a conclusion in my presentation.</li> <li>● use multimedia components to help clarify my presentation.</li> <li>● adapt my speech to a variety of contexts and tasks.</li> <li>● use formal English when appropriate.</li> </ul>
---	--

### **Language Standards**

<p><b>Conventions of Standard English</b></p>	<ul style="list-style-type: none"> <li>● use pronouns correctly in my writing and speaking.</li> <li>● recognize and correct shifts in pronoun number and person in my writing and speaking.</li> <li>● recognize and correct vague pronouns in my writing and speaking.</li> <li>● recognize and correct my own, and others, grammar mistakes in my writing and speaking.</li> <li>● use capitalization appropriately.</li> <li>● use commas or dashes to set off parenthetical phrases.</li> <li>● spell correctly.</li> <li>● use different types of sentences.</li> <li>● maintain consistency in style or tone.</li> </ul>
<p><b>Vocabulary Acquisition and Use</b></p>	<ul style="list-style-type: none"> <li>● use clues in sentence of paragraph to help me figure out the meaning of a word or phrase.</li> <li>● use my knowledge of root words and affixes to help me figure out what a new word means.</li> <li>● use reference materials to figure out what a word means.</li> <li>● use reference materials to verify the meaning of a word.</li> <li>● understand figures of speech.</li> <li>● use word relationships to better understand each word.</li> <li>● tell the connotative differences between words with similar denotations.</li> <li>● use 6th grade academic and domain-specific words in my writing and speaking.</li> </ul>