

## Sixth Grade Language Arts Learning Targets - Common Core

| Strand                 | Standard Statement | Learning Target                                                                                                                                           |        |
|------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
|                        |                    |                                                                                                                                                           |        |
| Reading:<br>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 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 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 literal 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 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 |
|                        |                    |                                                                                                                                                           |        |
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|               | 8  | Not applicable to literature.                                                               |         |
|               | 9  | I can compare and contrast texts of different forms on their treatment of the same topic.   | RI 9-1  |
|               | 10 | I can read and comprehend literature at the sixth grade level.                              | RI 10-1 |
|               |    |                                                                                             |         |
| Reading:      | 1  | I can use evidence from the text to support my analysis of what the text says and           | RI 1-1  |
| Informational |    | inferences I make.                                                                          |         |
| Text          | 2  | I can determine the main 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 and elaborated upon in        | RI 3-1  |
|               |    | informational text.                                                                         |         |
|               | 4  | I can determine the figurative, connotative, or technical meaning of words or phrases in a  | RI 4-1  |
|               |    | grade 6 text.                                                                               |         |
|               | 5  | I can analyze how a sentence/chapter fits into the structure of a text and contributes to   | RI 5-1  |
|               |    | the development of the ideas.                                                               |         |
|               | 6  | I can determine the author's point of view and explain how it is conveyed through the text. | RI 6-1  |
|               | 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 reasons, use credible sources and demonstrate    |         |

|  |   |                                                                                                                                                         |       |
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|  |   | 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 convey 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.                                                                                                          |       |
|  | 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.                                                                                                                               |       |
|  | 4 | I can produce clear, coherent writing in which the development, organization, and style are appropriate for sixth grade tasks, purposes, and audiences. | W 4-1 |
|  | 5 | I can use guidance from my peers and adults to plan, revise, and edit my writing.                                                                       | W 5-1 |

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|                      | 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     | W 9b-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  |

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|          | 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 and descriptions. | SL 4-1 |
|          | 4  | I can use appropriate eye contact, adequate volume, and clear pronunciation.                                | SL 4-2 |
|          | 5  | I can include multimedia projects or visual displays when they will be helpful in clarifying information.   | SL 5-1 |
|          | 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 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 word.             | L 4c-1 |
|          | 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 |

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|  | 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.                                            |        |
|  |    |                                                                             |        |