

# **“I CAN” READ FICTION**

(Reading – Literature)

I can read, understand and discuss  
the fiction stories I read.

**RL.6.1 I can refer to the text  
to support my thoughts and  
draw inferences about a  
story.**

**RL.6.2 I can use details from  
the text to determine the  
theme or message of a story.**

**RL.6.2 I can give a summary  
of the story without adding  
my opinions or judgments.**

**“I CAN” READ  
FICTION**

(Reading – Literature)

**RL.6.3 I can describe how the plot of a story or drama unfolds in a sequence of events.**

**RL.6.3 I can describe how the characters in a story or drama change as a story moves towards its conclusion.**

**RL.6.4 I can figure out the deeper meanings of words and phrases as they are used in a story.**

**RL.6.4 I can think and talk about the effects that specific words have on the meaning or tone of a story.**





**“I CAN” READ  
FICTION**

(Reading – Literature)

**RL.6.5 I can think and talk about how specific parts of a story, play or poem fit into the overall text and contribute to the development of the theme, setting or plot.**

**RL.6.6 I can explain how an author develops the point of view of the narrator or speaker in a text.**

**RL.6.7 I can compare and contrast the difference between reading a story, drama or poem to listening or watching the story in an audio or video version.**

# **“I CAN” READ**

## **FICTION**

(Reading – Literature)

**RL.6.7 I can tell the difference between what I "see" and "hear" when reading a story or drama to what I notice when I listen or watch the same story.**

**RL.6.9 I can compare and contrast similar themes or topics in various fiction genres.**

**RL.6.10 I can read and understand stories, dramas and poems at my grade level and above (with help where needed).**



# **“I CAN” READ NONFICTION**

(Reading – Informational Text)

I can read, understand and discuss informational texts I read.

**RI.6.1 I can refer to the text to support my thoughts and draw inferences about a piece of informational text.**

**RI.6.2 I can use details from the text to determine the central idea of a piece of informational text.**

**RI.6.2 I can give a summary of a piece of informational text without adding my opinions or judgments.**



**“I CAN” READ  
NONFICTION**

(Reading – Informational Text)

**RI.6.3 I can think and talk in detail about how people, events or ideas are introduced, illustrated and developed in in a piece of informational text.**

**RI.6.4 I can figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used.**

**RI.6.4 I can think and talk about how specific parts (sentence, paragraph, chapter or section) fit into a piece of informational text and add to the meaning and ideas in the text.**



**“I CAN” READ  
NONFICTION**

(Reading – Informational Text)

**RI.6.5 I can think about how various sections (sentences, chapters, scenes or stanzas piece of informational text fit into the overall structure of a text and how that affects the development of the ideas in the text.**

**RI.6.6 I can figure out an author’s point of view in a piece of informational text and explain how it is expressed in the text.**

**RI.6.7 I can better understand a topic or issue by thinking about how it has been presented in different media or formats.**



**“I CAN” READ  
NONFICTION**

(Reading – Informational Text)

**RI.6.8 I can locate and judge arguments or claims in a text and separate those that are supported by reasons and evidence from those that are not.**

**RI.6.9 I can compare and contrast one author’s presentation of events with that of another author’s presentation of the same events.**

**RI.6.10 I can read and understand literary nonfiction at my grade level and above (with help where needed).**



# “I CAN” WRITE

(Writing)

I can create different types of writing for different reasons.

## **W.6.1 I can write arguments and use clear reasons and relevant evidence to support my claims.**

W.6.1.A I can introduce my argument and organize the reasons and evidence clearly.

W.6.1.B I can support my claims with clear reasons and relevant evidence.

W.6.1.B I can support my claims using appropriate sources and show that I understand the topic.

W.6.1.C I can use wording that clearly explains the relationships between my claims and reasons.

W.6.1.D I can establish and maintain a formal style in presenting my written arguments.

W.6.1.E I can write a conclusion that follows from the arguments I presented.

# **“I CAN” WRITE**

(Writing)

**W.6.2 I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.**

W.6.2.A I can use definitions, classifications, comparing & contrasting or cause & effect to help introduce a topic and organize ideas, concepts and information in my writing.

W.6.2.A I can present information more clearly in my writing by using formatting such as headings, visuals and multimedia.

W.6.2.B I can develop a topic using appropriate facts, definitions, details, quotations or other information and examples. phrases and clauses (e.g., in contrast, especially).



# **“I CAN” WRITE**

(Writing)

W.6.2.C I can use appropriate transitions to present clear connections between my ideas and concepts.

W.6.2.D I can use precise wording and specific vocabulary to teach others about a topic.

W.6.2.E I can establish and maintain a formal style in presenting written information.

W.6.2.F I can write a conclusion that follows from the information and explanations I presented.

**W.6.3 I can write narrative stories with good technique, appropriate detailed descriptions and logical sequences.**

# **“I CAN” WRITE**

(Writing)

W.6.3.A I can provide an introduction in my stories that creates a background and presents a narrator and characters.

W.6.3.A I can organize my writing so that the sequence of events occurs naturally and logically.

W.6.3.B I can use different techniques such as dialogue, pacing and descriptive words to help develop the characters and plot of my stories.

W.6.3.C I can use different types of transition words to show the sequence of events or shifts in the time or setting in my stories.

W.6.3.D I can use very specific words and phrases, descriptive details and sensory language to express experiences and events in my stories.

W.6.3.E I can write conclusions that make sense with the experiences and events I share in my stories.



# **“I CAN” WRITE**

(Writing)

I can improve my writing and publish it for others to read.

**W.6.4 I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.**

**W.6.5 I can plan, revise, edit, rewrite or try a new approach in my writing with some help of peers and adults.**

**W.6.6 I can use different forms of technology to create and publish my writing.**



# **“I CAN” WRITE**

(Writing)

**W.6.6 I can use technology to interact and collaborate with others.**

**W.6.6 I can show appropriate keyboarding skills to type at least three pages of my writing in a single sitting.**



# **“I CAN” WRITE**

(Writing)

I can research to learn more about a topic and present it to others.

**W.6.7 I can complete short research projects to answer a specific question by using several sources and by refocusing my research when needed.**

**W.6.8 I can determine if a source is credible when I gather new information from books or technology.**

**W.6.8 I can quote or paraphrase from print and digital sources without plagiarizing.**

**W.6.8 I can provide basic bibliography information to recognize the sources I use in my research.**

# **“I CAN” WRITE**

(Writing)

**W.6.9 I can gather evidence from fiction or informational text to support my investigation, thinking and research.**

W.6.9.A I can apply all that I have learned in 6th grade reading to writing literature.

W.6.9.B I can apply all that I have learned in 6th grade reading to writing informational texts.



## **“I CAN” SHARE & LISTEN**

(Speaking and Listening)

I can understand and collaborate with all kinds of people.

**SL.6.1 I can effectively participate in different types of discussions and with different people about 6th grade topics, texts and issues.**

**SL.6.1 I can build on others’ ideas and express my own ideas clearly.**

SL.6.1.A I can come to discussions prepared to share my ideas because I have read or studied the required material.

SL.6.1.A I can participate in discussions more effectively by using examples and evidence from the text to help me reflect on the ideas in the discussion.

# **“I CAN” SHARE & LISTEN**

(Speaking and Listening)

SL.6.1.B I can follow rules, set goals, meet deadlines and carry out my assigned role in shared discussions with peers.

SL.6.1.C I can ask and answer questions using appropriate explanations or details that add to the discussion of a topic, text or issue.

SL.6.1.D I can think through the ideas in a discussion and show that I understand different perspectives by sharing my thoughts and restating what others have said.

**SL.6.2 I can think about information presented in different media or formats and explain how it contributes to a topic, text or issue.**

**SL.6.3 I can explain a speaker's arguments or claims and separate those that are supported by reasons and evidence from those that are not.**



# **“I CAN” SHARE & LISTEN**

(Speaking and Listening)

I can share my ideas and knowledge.

**SL.6.4 I can present claims and findings in a logical order using relevant descriptions, facts and details to support the main idea.**

**SL.6.4 I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others.**

**SL.6.5 I can include multimedia (e.g., graphics, images, music or sound) and other displays to help me clarify information in my presentations.**

**SL.6.6 I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.**

# **“I CAN” USE PROPER ENGLISH**

(Language)

I can use proper English when I  
write and speak.

## **L.6.1 I can show that I understand standard English in my speech and in my writing.**

L.6.1.A I can make sure that pronouns  
are used correctly in sentences (as  
subjects, as objects or as possessives).

L.6.1.B I can use intensive pronouns  
correctly (myself, yourself, himself,  
herself, itself, ourselves, yourselves and  
themselves).

L.6.1.C I can recognize and correct  
when pronouns shift inappropriately in  
number and person.



# **“I CAN” USE PROPER ENGLISH**

(Language)

L.6.1.D I can recognize and correct vague pronouns (those with unclear antecedents - the words they are referring to).

L.6.1.E I can recognize writing or speaking (mine or others) that differs from standard English.

L.6.1.E I can identify and use strategies to improve what is trying to be expressed in conventional language.

## **L.6.2 I can show that I know how to write sentences accurately.**

L.6.2.A I can use commas, parentheses and dashes to set off specific elements in my writing.

L.6.2.B I can spell correctly.

# **“I CAN” USE PROPER ENGLISH**

(Language)

I can use what I know about language in different situations.

## **L.6.3 I can write, speak, read and listen by using my knowledge of the English language.**

L.6.3.A I can differ my sentences to help me clarify my meaning, to promote better interest from my readers/listeners and to show my own writing style.

L.6.3.B I can show consistency in the style and tone of my writing.



# **“I CAN” USE PROPER ENGLISH**

(Language)

I can figure out what words mean and use them in different situations.

**L.6.4 I can determine the meanings of words by using the strategies I have learned and by thinking about what I have read.**

L.6.4.A I can use context clues to figure out what words or phrases mean.

L.6.4.B I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.

L.6.4.C I can use print and digital reference sources to help me find the pronunciations and clarify meanings and parts of speech for new words or phrases.

L.6.4.D I can make a guess about a word or phrase's meaning and then check my understanding using reference materials.

# **“I CAN” USE PROPER ENGLISH**

(Language)

## **L.6.5 I can show that I understand the deeper meanings of words and phrases.**

L.6.5.A I can use context clues to discover the meaning of figurative language (similes, metaphors, personification, idioms, hyperboles, onomatopoeia, puns or oxymorons).

L.6.5.B I can use the relationships between words to help me better understand each of the individual words (ex: cause/effect, part/whole, item/category).

L.6.5.C I can understand the slight differences between words with very similar definitions.





**“I CAN” USE PROPER  
ENGLISH**

(Language)

**L.6.6 I can learn and use new  
vocabulary appropriate for 6th  
grade.**

**L.6.6 I can show new  
knowledge of vocabulary when  
I think about how words or  
phrases that are important to  
meaning or expression.**

# **“I CAN” DO MATH**

(Ratios & Proportional Relationships)

I can understand ratios and can use that understanding to solve problems.

**6.RP.A.1 I can use what I know about ratios to describe the relationship between two quantities.**

**6.RP.A.2 I can understand how to find a rate when given a specific ratio. (Ex: We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.)**

**6.RP.A.3 I can use reasoning to solve word problems involving rate and ratios.**



# **“I CAN” DO MATH**

(Ratios & Proportional Relationships)

6.RP.A.3.A I can make tables of equivalent ratios, find missing values in the tables and use the tables to compare ratios.

6.RP.A.3.A I can plot ratios on a coordinate plane.

6.RP.A.3.B I can solve unit rate problems. (Ex: If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were the lawns being mowed?)

# **“I CAN” DO MATH**

(Ratios & Proportional Relationships)

6.RP.A.3.C I can find a percent of a quantity as a rate per 100. (Ex: 30% of a quantity means  $30/100$  times the quantity).

6.RP.A.3.C I can solve problems involving finding the whole if I am given a part and the percent.

6.RP.A.3.D I can use what I know about ratios to convert units of measurement.

6.RP.A.3.D I can change units of measurement correctly when multiplying or dividing quantities.



# **“I CAN” DO MATH**

(The Number System)

I can apply what I have learned about multiplication and division to the division of fractions.

**6.NS.A.1 I can divide two fractions.**

**6.NS.A.1 I can solve word problems involving the division of fractions by fractions.**

I can quickly and easily compute with large numbers and find common factors and multiples.

**6.NS.B.2 I can easily divide multi-digit numbers.**

# **“I CAN” DO MATH**

(The Number System)

**6.NS.B.3 I can easily add, subtract, multiply and divide multi-digit numbers involving decimals.**

**6.NS.B.4 I can find the greatest common factor of two whole numbers less than or equal to 100.**

**6.NS.B.4 I can find the least common multiple of two whole numbers less than or equal to 12.**

**6.NS.B.4 I can use the distributive property to show the sum of two whole numbers (1-100) in different ways. (Ex: show  $36 + 8$  as  $4(9+2)$ ).**



# **“I CAN” DO MATH**

(The Number System)

I can apply my understanding of numbers to rational numbers (any numbers that can be made by dividing one integer with another).

**6.NS.C.5 I can understand that positive and negative numbers are used to describe amounts having opposite values.**

**6.NS.C.5 I can use positive and negative numbers to show amounts in real-world situations and explain what the number 0 means in those situations.**

# **“I CAN” DO MATH**

(The Number System)

**6.NS.C.6 I can understand that a rational number is a point on a number line.**

**6.NS.C.6 I can extend number line diagrams to show positive and negative numbers on the line.**

**6.NS.C.6 I can extend coordinate axes to show positive and negative numbers in the plane.**

6.NS.C.6.A I can recognize opposite signs of numbers as showing places on opposite sides of 0 on the number line.

6.NS.C.6.A I can recognize that the opposite of the opposite of a number is actually the number itself. (Ex:  $-(-3)=3$ )

6.NS.C.6.A I can recognize that 0 is its own opposite.



# **“I CAN” DO MATH**

(The Number System)

6.NS.C.6.B I can understand that the signs (- or +) of numbers in ordered pairs indicate locations in quadrants of the coordinate plane.

6.NS.C.6.B I can recognize two ordered pairs with differing signs as reflections of each other across one or both axes.

6.NS.C.6.C I can find and place integers and other rational numbers on a number line diagram.

6.NS.C.6.C I can find and place ordered pairs on a coordinate plane.

## **6.NS.C.7 I can order rational numbers.**

## **6.NS.C.7 I can understand absolute value of rational numbers.**

6.NS.C.7.A I can understand statements of inequality (ex:  $-3 > -7$ ) and explain their positions and distances apart on a number line.

6.NS.C.7.B I can write, understand and explain how the order of rational numbers applies in real-world situations. (Ex:  $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$  to show that  $-3\text{ }^{\circ}\text{C}$  is warmer than  $-7\text{ }^{\circ}\text{C}$ )

# **“I CAN” DO MATH**

(The Number System)

6.NS.C.7.C I can understand the absolute value of a number as its distance from 0 on the number line.

6.NS.C.7.C I can understand absolute values as they apply to real-world situations. (Ex: for an account balance of -30 dollars, write  $(-30) = 30$  to describe the size of the debt in dollars.)

6.NS.C.7.D I can tell the difference between comparisons of absolute value from statements of order. (Ex: An account balance less than -30 dollars is a debt greater than 30 dollars.)

**6.NS.C.8 I can graph points in all four quadrants of the coordinate plane to help me solve real-world and mathematical problems.**

**6.NS.C.8 I can use what I know about coordinates and absolute values to figure out the distance between points with the same first coordinate or the same second coordinate.**



# **“I CAN” DO MATH**

(Expressions & Equations)

I can apply my understanding of arithmetic to algebraic expressions (number sentences that contain unknowns).

**6.EE.A.1 I can write and figure out numerical expressions that have whole-number exponents.**

**6.EE.A.2 I can write, read and figure out expressions in which letters stand for numbers.**

6.EE.A.2.A I can write expressions with numbers and with letters standing for numbers.

# **“I CAN” DO MATH**

(Expressions & Equations)

6.EE.A.2.B I can name the parts of an expression using mathematical words (sum, term, product, factor, quotient, coefficient.)

6.EE.A.2.B I can look at one or more parts of an expression in different ways. (Ex:  $8 + 7$  can be seen as the addition sentence or as the number 15.)

6.EE.A.2.C I can figure out different answers to expressions when given specific values for the variable.

6.EE.A.2.C I can solve real-world math problems involving expressions that arise from formulas.

6.EE.A.2.C I can solve math problems including those with exponents, in the usual order (when no parentheses are there to give a particular order).



# **“I CAN” DO MATH**

(Expressions & Equations)

**6.EE.A.3 I can apply what I know about the properties of operations (associative, commutative and distributive) to create equivalent (or equal) expressions.**

**6.EE.A.4 I can recognize when two expressions are equivalent.**

I can think about and solve one-variable equations and inequalities.

**6.EE.B.5 I can understand that solving an equation or inequality means that I find out which values can make the equation or inequality true.**

**6.EE.B.5 I can try different numbers in place of a variable to figure out which makes the equation or inequality true.**

# **“I CAN” DO MATH**

(Expressions & Equations)

**6.EE.B.6 I can use variables to represent numbers and write expressions to solve real-world problems.**

**6.EE.B.6 I can understand that a variable can stand for an unknown number or any number in a given set of numbers.**

**6.EE.B.7 I can solve real-world and mathematical problems by writing and solving equations of the form  $x + p = q$  and  $px = q$  (where  $p$ ,  $q$  and  $x$  are all nonnegative rational numbers).**

**6.EE.B.8 I can write an inequality ( $x > c$  or  $x < c$ ) to stand for a limitation or condition in a real-world or mathematical problem that has infinitely many solutions.**

**6.EE.B.8 I can show the answers to problems involving inequalities on number line diagrams.**



# **“I CAN” DO MATH**

(Expressions & Equations)

I can write and analyze numerical relationships between dependent and independent variables.

**6.EE.C.9 I can use variables that change in relationship to one another to represent two quantities in a real world problem.**

**6.EE.C.9 I can write an equation to show one quantity (the dependent variable) in terms of the other quantity (the independent variable).**

**6.EE.C.9 I can use graphs and tables to show the relationship between dependent and independent variables.**

# **“I CAN” DO MATH**

(Geometry)

I can solve real-world and mathematical problems involving area, surface area and volume.

**6.G.A.1 I can put together and take apart shapes to help me find the area of right triangles, other triangles, special quadrilaterals and polygons.**

**6.G.A.1 I can apply what I know about taking apart and putting together shapes to find the area of objects or places in real world situations.**



# **“I CAN” DO MATH**

(Measurement & Data)

**6.G.A.2 I can use unit cubes to find the volume of any right rectangular prism.**

**6.G.A.2 I can understand that the mathematical formula ( $V = l w h$  or  $V = b h$ ) will give me the same result as using unit cubes to figure out the volume.**

**6.G.A.2 I can use the mathematical formulas  $V = l w h$  or  $V = b h$  to determine the volume of real world objects.**

**6.G.A.3 I can draw polygons in the coordinate plane when I am given the coordinates for the vertices.**

# **“I CAN” DO MATH**

(Geometry)

**6.G.A.3 I can use coordinates to find the length of a side of a polygon joining points with the same first coordinate or the same second coordinate.**

**6.G.A.3 I can apply what I have learned about polygons on coordinate planes to real-world and mathematical situations.**

**6.G.A.4 I can represent and figure out the surface area of a three dimensional shape by using nets made up of rectangles and triangles.**

**6.G.A.4 I can apply my skills involving finding surface area with nets in real-world and mathematical problems.**



# **“I CAN” DO MATH**

(Statistics & Probability)

I can develop an understanding of the variables involved in statistics.

**6.SP.A.1 I can recognize a statistical question as one that expects variability in the data related to the question.**

**6.SP.A.2 I can understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread and overall shape when plotted on a graph.**

**6.SP.A.3 I can understand that a set of numerical data has a measure of center (median and/or mean) that summarizes all of its values with a single number.**

# **“I CAN” DO MATH**

(Statistics & Probability)

I can summarize and describe distributions.

**6.SP.B.4 I can understand that a distribution of a variable is the description of the relative number of times each possible outcome will occur.**

**6.SP.B.4 I can show numerical data in plots on a number line (including dot plots, histograms and box plots).**

**6.SP.B.5 I can summarize sets of numerical data in relation to their circumstances.**



# **“I CAN” DO MATH**

(Statistics & Probability)

6.SP.B.5.A I can summarize data by stating the number of observations.

6.SP.B.5.B I can summarize data by describing the characteristics of what is being investigated, including how it was measured.

6.SP.B.5.C I can summarize data by giving numerical measures of center and variability.

6.SP.B.5.C I can summarize data by describing the overall pattern of the data and noticing unusual deviations from the overall pattern.

6.SP.B.5.D I can summarize data by explaining how the distribution of the data on a graph relates to the choice of measures of center and variability.

