

6<sup>th</sup> Grade Reading  
Literature  
CCSS "I Can"  
Statements



CCSS.ELA-LITERACY.RL.6.1

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



CCSS.ELA-LITERACY.RL.6.2

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



CCSS.ELA-LITERACY.RL.6.2

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



CCSS.ELA-LITERACY.RL.6.3

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



CCSS.ELA-LITERACY.RL.6.3

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



CCSS.ELA-LITERACY.RL.6.4

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



CCSS.ELA-LITERACY.RL.6.4

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





CCSS.ELA-LITERACY.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.



CCSS.ELA-LITERACY.RL.6.6

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



CCSS.ELA-LITERACY.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.



CCSS.ELA-LITERACY.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.



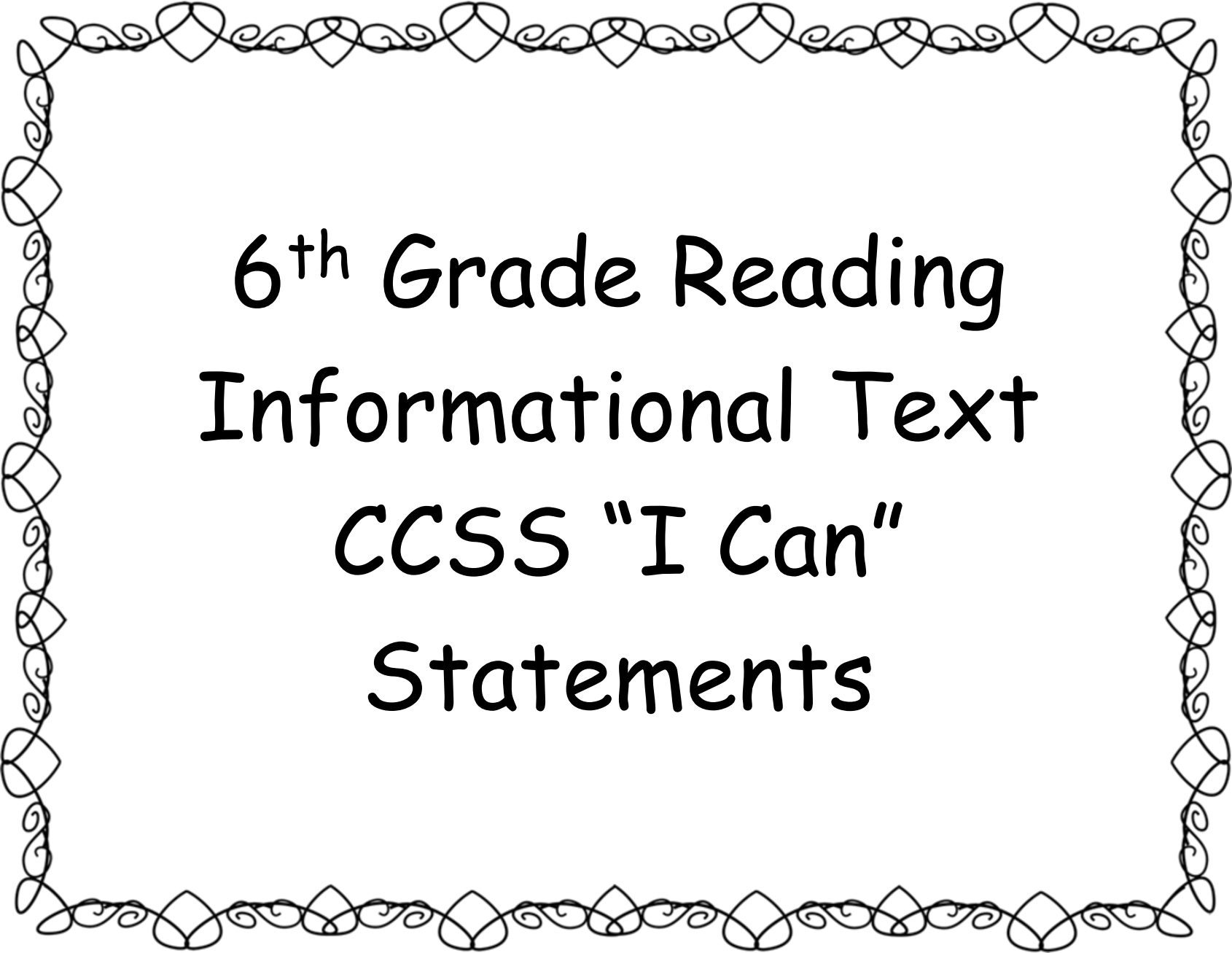
CCSS.ELA-LITERACY.RL.6.9

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



CCSS.ELA-LITERACY.RL.6.10

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



6<sup>th</sup> Grade Reading  
Informational Text  
CCSS "I Can"  
Statements



CCSS.ELA-LITERACY.RI.6.1

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





CCSS.ELA-LITERACY.RI.6.2

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



CCSS.ELA-LITERACY.RI.6.2

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



CCSS.ELA-LITERACY.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.



CCSS.ELA-LITERACY.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.



CCSS.ELA-LITERACY.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.



CCSS.ELA-LITERACY.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.



CCSS.ELA-LITERACY.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.



CCSS.ELA-LITERACY.RI.6.7

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





CCSS.ELA-LITERACY.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.



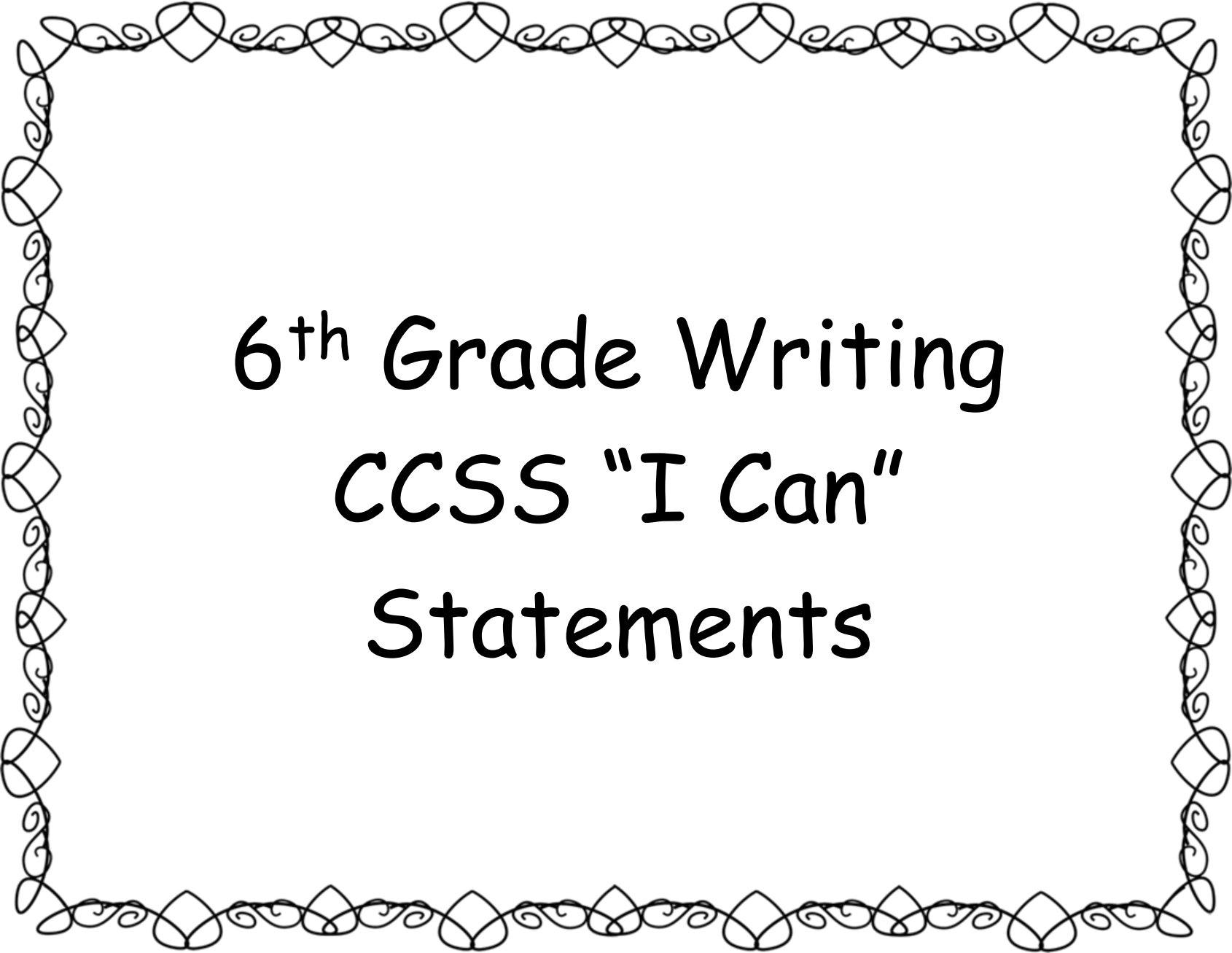
CCSS.ELA-LITERACY.RI.6.9

I can compare and contrast one author's presentation of events with that of another author's presentation of the same events.



CCSS.ELA-LITERACY.RI.6.10

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

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6<sup>th</sup> Grade Writing  
CCSS "I Can"  
Statements



CCSS.ELA-LITERACY.W.6.1

I can write arguments  
and use clear reasons  
and relevant evidence  
to support my claims.

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CCSS.ELA-LITERACY.W.6.1.A

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



CCSS.ELA-LITERACY.W.6.1.B

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



CCSS.ELA-LITERACY.W.6.1.B

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





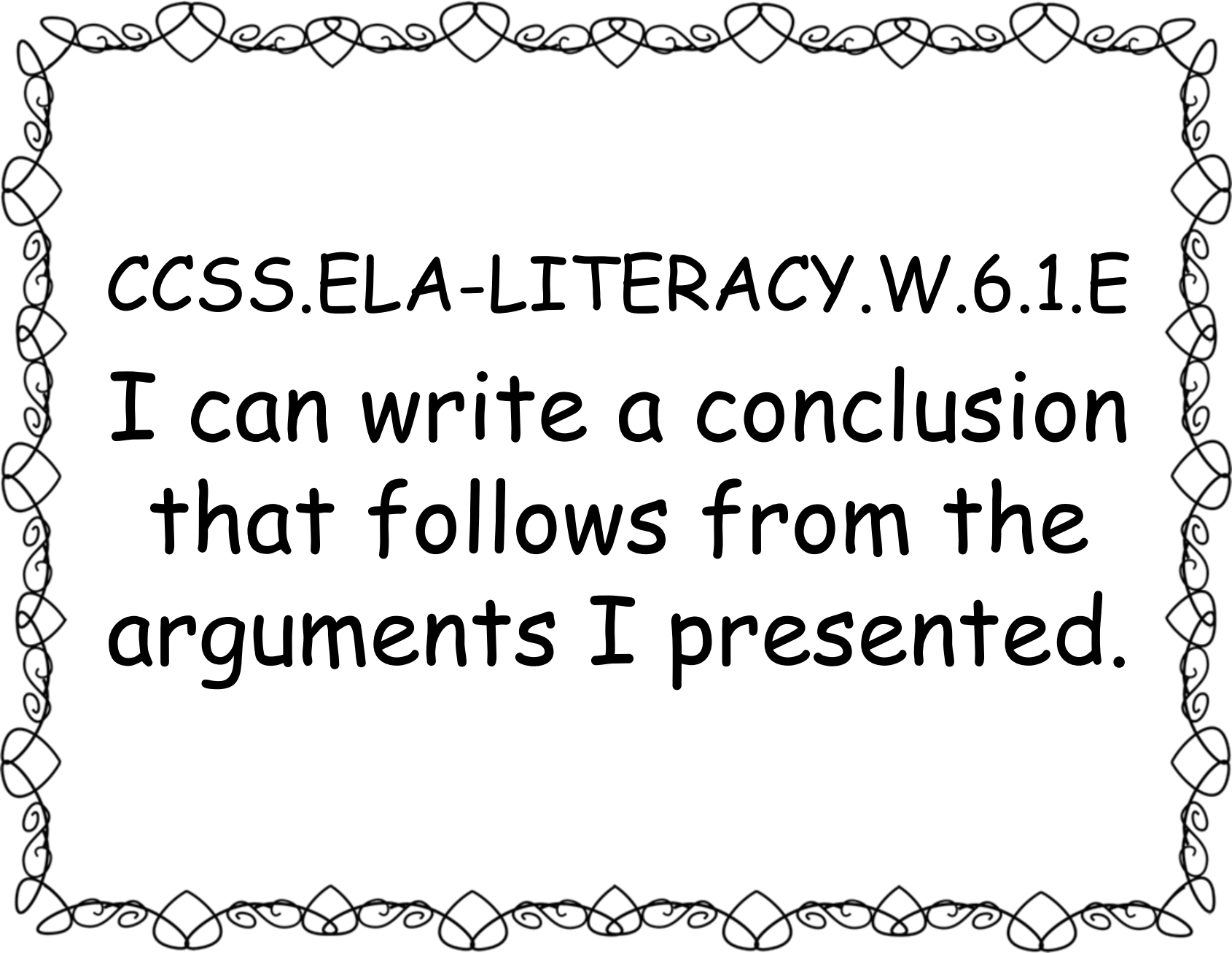
CCSS.ELA-LITERACY.W.6.1.C

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



CCSS.ELA-LITERACY.W.6.1.D

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

A decorative border with a repeating pattern of stylized, interlocking loops and swirls, resembling a chain-link fence or a similar geometric design, framing the text.

CCSS.ELA-LITERACY.W.6.1.E  
I can write a conclusion  
that follows from the  
arguments I presented.



CCSS.ELA-LITERACY.W.6.2

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



CCSS.ELA-LITERACY.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.



CCSS.ELA-LITERACY.W.6.2.A

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



CCSS.ELA-LITERACY.W.6.2.B

I can develop a topic  
using appropriate facts,  
definitions, details,  
quotations or other  
information and  
examples.



CCSS.ELA-LITERACY.W.6.2.C

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





CCSS.ELA-LITERACY.W.6.2.D

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



CCSS.ELA-LITERACY.W.6.2.E

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



CCSS.ELA-LITERACY.W.6.2.F

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



CCSS.ELA-LITERACY.W.6.3

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



CCSS.ELA-LITERACY.W.6.3.A

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



CCSS.ELA-LITERACY.W.6.3.A

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



CCSS.ELA-LITERACY.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.



CCSS.ELA-LITERACY.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.





CCSS.ELA-LITERACY.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.



CCSS.ELA-LITERACY.W.6.3.E

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



CCSS.ELA-LITERACY.W.6.4

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



CCSS.ELA-LITERACY.W.6.5

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



CCSS.ELA-LITERACY.W.6.6

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



CCSS.ELA-LITERACY.W.6.6

I can use technology to  
interact and  
collaborate with others.



CCSS.ELA-LITERACY.W.6.6

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



CCSS.ELA-LITERACY.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.





CCSS.ELA-LITERACY.W.6.8

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



CCSS.ELA-LITERACY.W.6.8

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



CCSS.ELA-LITERACY.W.6.8

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



CCSS.ELA-LITERACY.W.6.9

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



CCSS.ELA-LITERACY.W.6.9.A

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



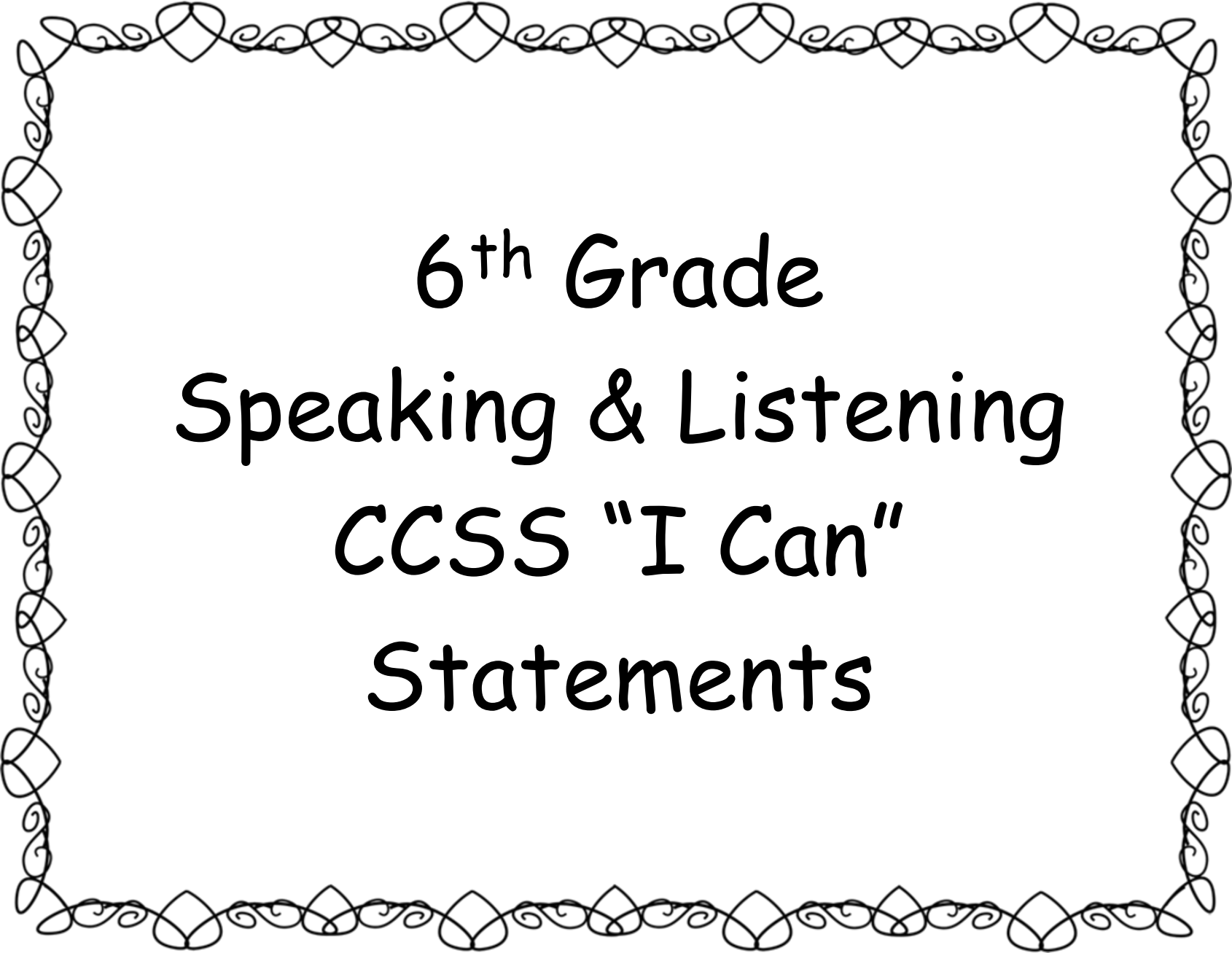
CCSS.ELA-LITERACY.W.6.9.B

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



CCSS.ELA-LITERACY.W.6.10

I can write with stamina  
for short time frames  
or over a longer period  
of time depending on my  
purpose, audience and  
topic.

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6<sup>th</sup> Grade  
Speaking & Listening  
CCSS "I Can"  
Statements





CCSS.ELA-LITERACY.SL.6.1

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



CCSS.ELA-LITERACY.SL.6.1

I can build on others'  
ideas and express my  
own ideas clearly.



CCSS.ELA-LITERACY.SL.6.1.A

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



CCSS.ELA-LITERACY.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.



CCSS.ELA-LITERACY.SL.6.1.B

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



CCSS.ELA-LITERACY.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.



CCSS.ELA-LITERACY.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.



CCSS.ELA-LITERACY.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.





CCSS.ELA-LITERACY.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.



CCSS.ELA-LITERACY.SL.6.4

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



CCSS.ELA-LITERACY.SL.6.4

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



CCSS.ELA-LITERACY.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.

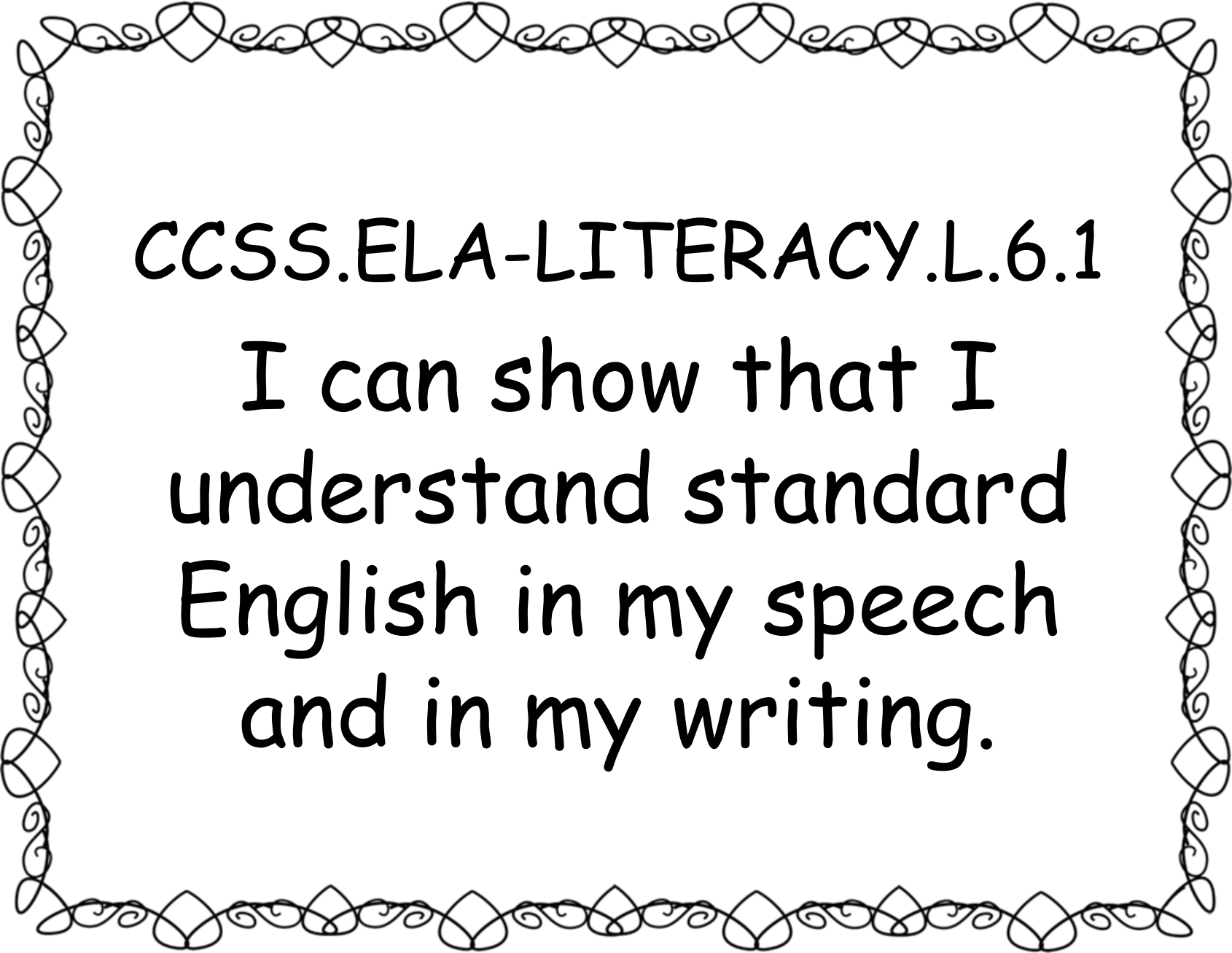


CCSS.ELA-LITERACY.SL.6.6

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.

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6<sup>th</sup> Grade Language  
CCSS "I Can"  
Statements



CCSS.ELA-LITERACY.L.6.1

I can show that I  
understand standard  
English in my speech  
and in my writing.



CCSS.ELA-LITERACY.L.6.1.A

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





CCSS.ELA-LITERACY.L.6.1.B

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



CCSS.ELA-LITERACY.L.6.1.C

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



CCSS.ELA-LITERACY.L.6.1.D

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



CCSS.ELA-LITERACY.L.6.1.E

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



CCSS.ELA-LITERACY.L.6.1.E

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



CCSS.ELA-LITERACY.L.6.2

I can show that I know  
how to write sentences  
accurately.



CCSS.ELA-LITERACY.L.6.2.A

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

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CCSS.ELA-LITERACY.L.6.2.B

I can spell correctly.





CCSS.ELA-LITERACY.L.6.3

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



CCSS.ELA-LITERACY.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.



CCSS.ELA-LITERACY.L.6.3.B

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



CCSS.ELA-LITERACY.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.



CCSS.ELA-LITERACY.L.6.4.A

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



CCSS.ELA-LITERACY.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.



CCSS.ELA-LITERACY.L.6.4.C

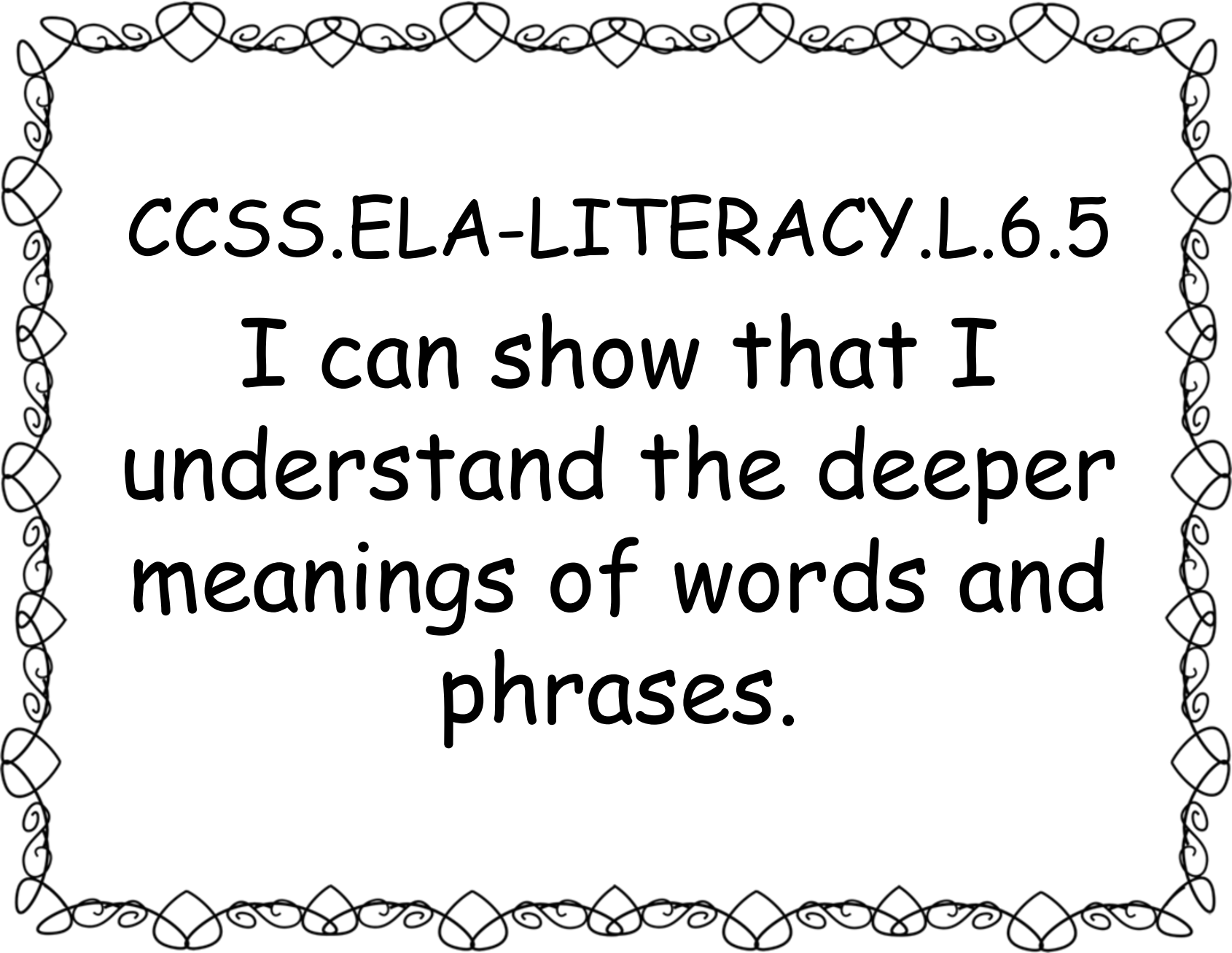
I can use print and digital reference sources to help me find the pronunciations and clarify meanings and parts of speech for new words or phrases.



CCSS.ELA-LITERACY.L.6.4.D

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





CCSS.ELA-LITERACY.L.6.5

I can show that I  
understand the deeper  
meanings of words and  
phrases.



CCSS.ELA-LITERACY.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).



CCSS.ELA-LITERACY.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).



CCSS.ELA-LITERACY.L.6.5.C

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

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CCSS.ELA-LITERACY.L.6.6

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



CCSS.ELA-LITERACY.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.