

Jackson County Core Curriculum Collaborative (JC4)

6th Grade ELA

| Standard | Learning Targets in Student Friendly Language |
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| RL.6.1 | I can cite evidence from the text to support my analysis of what the text says. |
| RL.6.1 | I can explain how my evidence proves what the text is saying both explicitly (right there answers) and implicitly (answers that require an inference). |
| RL.6.2 | I can define theme (a central idea or lesson about life the author is revealing). |
| RL.6.2 | I can determine how a central idea/theme is conveyed through particular details/events in the story. |
| RL.6.2 | I can define summary (a shortened version of the text that states its key points). |
| RL.6.2 | I can compose a summary stating the key points of the text without adding my own opinions or feelings. |
| RL.6.3 | I can define and identify the elements of plot structure (exposition, rising action, climax, falling action, and resolution). |
| RL.6.3 | I can determine qualities of characters in a text based on an author's direct (quality is stated) and indirect (quality is inferred based on what they say, do, feel, and think) characterization. |
| RL.6.4 | I can define and identify different forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia). |
| RL.6.4 | I can tell the difference between literal language (it means exactly what it says) and figurative language (when what you say is not exactly what you mean). |
| RL.6.4 | I can tell the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). |
| RL.6.4 | I can analyze why authors choose specific words and phrases (tone) to create an overall feel (mood) for the reader. |
| RL.6.4 | I can explain how the author develops the narrator's point of view in a text through their thoughts, feelings, actions, and spoken words. |
| RL.6.5 | I can recognize how a particular sentence, chapter, scene, or stanza contributes to the overall text and its meaning. |
| RL.6.6 | I can classify point of view as: - first person (narrator tells about her/himself; "I") - second person (narrator speaks directly to the reader: "you") - third person (narrator tells about others; "he/she/it") - third person limited (narrator tells about others but knows the thoughts of one character, or - third person omniscient (narrator tells the story about others and knows the thoughts of all characters). |
| RL.6.6 | I can analyze how an author develops the narrator's point of view by revealing thoughts, feelings, actions, and spoken words. |
| RL.6.9 | I can explain the characteristics of different forms of text (e.g., stories, poems, dramas). |
| RI.6.1 | I can define "textual evidence". |
| RI.6.1 | I can define "inference", and explain how a reader uses textual evidence to reach a logical conclusion ("based on what I've read, it's most likely true that..."). |
| RI.6.1 | I can infer what the text is saying by using specific evidence from the text. |
| RI.6.1 | I can explain how my evidence proves what the text is saying both explicitly (right there answers) and implicitly (answers that require an inference). |
| RI.6.2 | I can define central idea (main point in a piece of writing). |
| RI.6.2 | I can determine how an author uses details to make the central idea known. |
| RI.6.2 | I can define summary (a shortened version of the text that states its key points). |
| RI.6.2 | I can compose a summary stating the key points of the text without adding my own opinions or feelings. |

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| RI.6.4 | I can define and identify different forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia). |
| RI.6.4 | I can tell the difference between literal language (it means exactly what it says) and figurative language (when what you say is not exactly what you mean). |
| RI.6.4 | I can tell the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). |
| RI.6.4 | I can analyze why authors choose specific words and phrases (tone) to create an overall feel (mood) for the reader. |
| RI.6.6 | I can define point of view as how the author feels about the situation/topic of a text. |
| RI.6.6 | I can determine an author's point of view (What do I know about the author's opinions, values, and/or beliefs?). |
| RI.6.6 | I can use what I know about the author's point of view to explain his/her purpose for writing the text. |
| RI.6.6 | I can analyze how an author develops the point of view by revealing thoughts, feelings, actions, and/or spoken words. |
| RI.6.7 | I can use all informational formats presented by an author to develop a deeper understanding of the topic/issue. |
| RI.6.8 | I can evaluate an argument using the evidence an author provides. |
| RI.6.9 | I can recognize how authors can present information differently based on their point of view. |
| RI.6.9 | I can explain the characteristics of different forms of text (e.g., memoirs, biographies, articles). |
| RI.6.9 | I can compare (find the similarities) how two forms of text can communicate the same topic(s) /events. |
| RI.6.9 | I can contrast (find the differences) how two forms of texts can communicate the same topic(s) /events. |
| W.6.1 | I can identify a topic that causes or has caused a debate in society. |
| W.6.1 | I can choose a side of an argument and identify reasons that support my choice. |
| W.6.1 | I can determine the credibility of a source. |
| W.6.1 | I can support my argument with textual evidence from credible sources. |
| W.6.1 | I can present my argument in a formal style that includes an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument. |
| W.6.2 | I can write informational texts to examine a topic and to convey ideas, concepts, and information to my readers. |
| W.6.2 | I can select which information is important to teach my readers about the topic. |
| W.6.2 | I can organize the information in my writing so that it is easy to read and understand. |
| W.6.2 | I can analyze the information included in my writing so that my readers understand why it is important. |
| W.6.2 | I can present my argument in a formal style that includes an introduction, supporting details with transitions, and provide a concluding statement/section that supports the information presented. |
| W.6.2.a | I can introduce a topic. |
| W.6.2.a | I can organize ideas. |
| W.6.2.a | I can organize concepts. |
| W.6.2.a | I can organize information. |
| W.6.2.a | I can use definitions to aid comprehension. |
| W.6.2.a | I can use classification as a strategy to aid comprehension. |
| W.6.2.a | I can use comparison/contrast to aid comprehension. |

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| W.6.2.a | I can use cause/effect to aid comprehension. |
| W.6.2.c | I can use appropriate transitions to strengthen the relationships among ideas and concepts. |
| W.6.2.d | I can use precise language and subject-specific vocabulary to explain a topic. |
| W.6.2.e | I can create and maintain a formal style. |
| W.6.3 | I can define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution). |
| W.6.3 | I can engage the reader by introducing the narrator (first, second, or third person), characters, setting, and the event that starts the story in motion. |
| W.6.3 | I can use narrative techniques (dialogue, pacing, and description) to develop a storyline where one event logically leads to another. |
| W.6.3 | I can use descriptive words and phrases that appeal to the senses and help my reader understand the experiences and events. |
| W.6.3 | I can signal changes in time and place by using transition words, phrases, and clauses. |
| W.6.3 | I can write a conclusion that provides a sense of closure (ties up all loose ends and leaves the reader satisfied). |
| W.6.4 | I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. |
| W.6.8 | I can assess the credibility of each source by reviewing who wrote it, when it was written, and why it was written. |
| W.6.8 | I can gather relevant information from multiple print and digital sources to support my research. |
| W.6.8 | I can define plagiarism (using someone else's words/ideas as my own). |
| W.6.8 | I can determine when my research data or facts must be quoted (directly stated "word for word") in my writing. |
| W.6.8 | I can avoid plagiarism by paraphrasing/summarizing (putting in my own words) my research findings. |
| W.6.8 | I can provide bibliographic information for sources that I paraphrased or quoted in my writing. |
| W.6.8 | I can define textual evidence ("word for word" support). |
| W.6.8 | I can determine textual evidence that supports my analysis, reflection, and/or research. |
| W.6.8 | I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research. |
| W.6.9 | I can determine textual evidence that supports my analysis, reflection, and/or research. |
| SL.6.1 | I can review the required materials to be discussed and determine key points and/or central ideas. |
| SL.6.1 | I can create questions and find key textual evidence to contribute to a discussion on the given topic, text, or issue. |
| SL.6.1 | I can define the rules and roles necessary for collaborative discussion. |
| SL.6.1 | I can come prepared with key points and textual evidence to contribute to a discussion. |
| SL.6.1 | I can participate in a discussion by posing questions, responding to questions, and elaborating on my own ideas and/or the ideas of others. |
| SL.6.1 | I can review the key ideas presented in a discussion and paraphrase others/ ideas to show my understanding of multiple perspectives (different viewpoints). |
| SL.6.2 | I can identify the key ideas presented in a variety of media and formats (e.g., charts, graphs, tables, websites, speeches). |
| SL.6.3 | I can identify the side of an argument a speaker presents. |
| SL.6.3 | I can determine the credibility of a speaker and his or her purpose. |

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| SL.6.4 | I can determine a logical sequence for presenting my claims and/or arguments. |
| SL.6.5 | I can determine an appropriate media component or visual display to clarify my information. |
| SL.6.6 | I can create and adapt a speech for a variety of reasons (e.g., informational, descriptive, formal, informal). |
| L.6.1 | I can use pronouns correctly. |
| L.6.2 | I can determine when to capitalize words. |
| L.6.2 | I can correctly use punctuation (commas, parentheses, dashes) to make my writing better. |
| L.6.2 | I can identify misspelled words and use resources to assist me in spelling correctly. |
| L.6.3 | I can vary sentence patterns in my own writing and speaking to create an individual style and specific tone that maintains consistency. |
| L.6.4 | I can infer the meaning of unknown words using context clues. |
| L.6.4 | I can recognize and define common Greek and Latin units of meaning (affixes and roots). |
| L.6.4 | I can break down unknown words into units of meaning to infer the definition of the unknown word. |
| L.6.4 | I can make sure my inferred meaning of an unknown word is correct by using reference materials (e.g., dictionaries, glossaries, thesauruses). |
| L.6.5 | I can define and identify different forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia). |
| L.6.5 | I can tell the difference between literal language (it means exactly what it says) and figurative language (when what you say is not exactly what you mean). |
| L.6.5 | I can tell the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). |
| L.6.5 | I can analyze why authors choose specific words and phrases (tone) to create an overall feel (mood) for the reader. |
| L.6.6 | I can learn and use grade-appropriate, general academic (Tier Two words are precise ways to say simple things, e.g., saunter instead of walk) and domain-specific words and phrases (specific to content knowledge, e.g., lava, legislature, carburetor). |
| L.6.6 | I can gather vocabulary knowledge when I consider a word or phrase that helps me make meaning in my reading, writing, and speaking. |