<table>
<thead>
<tr>
<th>Standard</th>
<th>Learning Targets in Student Friendly Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.6.1</td>
<td>I can cite evidence from the text to support my analysis of what the text says.</td>
</tr>
<tr>
<td>RL.6.1</td>
<td>I can explain how my evidence proves what the text is saying both explicitly (right there answers) and implicitly (answers that require an inference).</td>
</tr>
<tr>
<td>RL.6.2</td>
<td>I can define theme (a central idea or lesson about life the author is revealing).</td>
</tr>
<tr>
<td>RL.6.2</td>
<td>I can determine how a central idea/theme is conveyed through particular details/events in the story.</td>
</tr>
<tr>
<td>RL.6.2</td>
<td>I can define summary (a shortened version of the text that states its key points).</td>
</tr>
<tr>
<td>RL.6.2</td>
<td>I can compose a summary stating the key points of the text without adding my own opinions or feelings.</td>
</tr>
<tr>
<td>RL.6.3</td>
<td>I can define and identify the elements of plot structure (exposition, rising action, climax, falling action, and resolution).</td>
</tr>
<tr>
<td>RL.6.3</td>
<td>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.</td>
</tr>
<tr>
<td>RL.6.4</td>
<td>I can identify different forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia).</td>
</tr>
<tr>
<td>RL.6.4</td>
<td>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.</td>
</tr>
<tr>
<td>RL.6.5</td>
<td>I can classify point of view as: - first person (narrator tells about her/himself; &quot;I&quot;) - second person (narrator speaks directly to the reader: &quot;you&quot;) - third person (narrator tells about others; &quot;he/she/it&quot;) - 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).</td>
</tr>
<tr>
<td>RL.6.6</td>
<td>I can analyze why authors choose specific words and phrases (tone) to create an overall feel (mood) for the reader.</td>
</tr>
<tr>
<td>RL.6.7</td>
<td>I can explain how the author develops the narrator's point of view in a text through their thoughts, feelings, actions, and spoken words.</td>
</tr>
<tr>
<td>RL.6.8</td>
<td>I can recognize how a particular sentence, chapter, scene, or stanza contributes to the overall text and its meaning.</td>
</tr>
<tr>
<td>RI.6.1</td>
<td>I can define &quot;textual evidence&quot;.</td>
</tr>
<tr>
<td>RI.6.1</td>
<td>I can define &quot;inference&quot;, and explain how a reader uses textual evidence to reach a logical conclusion (&quot;based on what I've read, it's most likely true that...&quot;).</td>
</tr>
<tr>
<td>RI.6.1</td>
<td>I can infer what the text is saying by using specific evidence from the text.</td>
</tr>
<tr>
<td>RI.6.1</td>
<td>I can explain how my evidence proves what the text is saying both explicitly (right there answers) and implicitly (answers that require an inference).</td>
</tr>
<tr>
<td>RI.6.2</td>
<td>I can define central idea (main point in a piece of writing).</td>
</tr>
<tr>
<td>RI.6.2</td>
<td>I can determine how an author uses details to make the central idea known.</td>
</tr>
<tr>
<td>RI.6.2</td>
<td>I can define summary (a shortened version of the text that states its key points).</td>
</tr>
<tr>
<td>RI.6.2</td>
<td>I can compose a summary stating the key points of the text without adding my own opinions or feelings.</td>
</tr>
<tr>
<td>RI.6.4</td>
<td>I can define and identify different forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia).</td>
</tr>
<tr>
<td>RI.6.4</td>
<td>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).</td>
</tr>
<tr>
<td>RI.6.4</td>
<td>I can tell the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling).</td>
</tr>
<tr>
<td>RI.6.4</td>
<td>I can analyze why authors choose specific words and phrases (tone) to create an overall feel (mood) for the reader.</td>
</tr>
<tr>
<td>RI.6.6</td>
<td>I can define point of view as how the author feels about the situation/topic of a text.</td>
</tr>
<tr>
<td>RI.6.6</td>
<td>I can determine an author's point of view (What do I know about the author's opinions, values, and/or beliefs?).</td>
</tr>
<tr>
<td>RI.6.6</td>
<td>I can use what I know about the author's point of view to explain his/her purpose for writing the text.</td>
</tr>
<tr>
<td>RI.6.6</td>
<td>I can analyze how an author develops the point of view by revealing thoughts, feelings, actions, and/or spoken words.</td>
</tr>
<tr>
<td>RI.6.7</td>
<td>I can use all informational formats presented by an author to develop a deeper understanding of the topic/issue.</td>
</tr>
<tr>
<td>RI.6.8</td>
<td>I can evaluate an argument using the evidence an author provides.</td>
</tr>
<tr>
<td>RI.6.9</td>
<td>I can recognize how authors can present information differently based on their point of view.</td>
</tr>
<tr>
<td>RI.6.9</td>
<td>I can explain the characteristics of different forms of text (e.g., memoirs, biographies, articles).</td>
</tr>
<tr>
<td>RI.6.9</td>
<td>I can compare (find the similarities) how two forms of text can communicate the same topic(s)/events.</td>
</tr>
<tr>
<td>RI.6.9</td>
<td>I can contrast (find the differences) how two forms of texts can communicate the same topic(s)/events.</td>
</tr>
<tr>
<td>W.6.1</td>
<td>I can identify a topic that causes or has caused a debate in society.</td>
</tr>
<tr>
<td>W.6.1</td>
<td>I can choose a side of an argument and identify reasons that support my choice.</td>
</tr>
<tr>
<td>W.6.1</td>
<td>I can determine the credibility of a source.</td>
</tr>
<tr>
<td>W.6.1</td>
<td>I can support my argument with textual evidence from credible sources.</td>
</tr>
<tr>
<td>W.6.1</td>
<td>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.</td>
</tr>
<tr>
<td>W.6.2</td>
<td>I can write informational texts to examine a topic and to convey ideas, concepts, and information to my readers.</td>
</tr>
<tr>
<td>W.6.2</td>
<td>I can select which information is important to teach my readers about the topic.</td>
</tr>
<tr>
<td>W.6.2</td>
<td>I can organize the information in my writing so that it is easy to read and understand.</td>
</tr>
<tr>
<td>W.6.2</td>
<td>I can analyze the information included in my writing so that my readers understand why it is important.</td>
</tr>
<tr>
<td>W.6.2</td>
<td>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.</td>
</tr>
<tr>
<td>W.6.2.a</td>
<td>I can introduce a topic.</td>
</tr>
<tr>
<td>W.6.2.a</td>
<td>I can organize ideas.</td>
</tr>
<tr>
<td>W.6.2.a</td>
<td>I can organize concepts.</td>
</tr>
<tr>
<td>W.6.2.a</td>
<td>I can organize information.</td>
</tr>
<tr>
<td>W.6.2.a</td>
<td>I can use definitions to aid comprehension.</td>
</tr>
<tr>
<td>W.6.2.a</td>
<td>I can use classification as a strategy to aid comprehension.</td>
</tr>
<tr>
<td>W.6.2.a</td>
<td>I can use comparison/contrast to aid comprehension.</td>
</tr>
<tr>
<td>W.6.2.a</td>
<td>I can use cause/effect to aid comprehension.</td>
</tr>
<tr>
<td>W.6.2.c</td>
<td>I can use appropriate transitions to strengthen the relationships among ideas and concepts.</td>
</tr>
<tr>
<td>W.6.2.d</td>
<td>I can use precise language and subject-specific vocabulary to explain a topic.</td>
</tr>
<tr>
<td>W.6.2.e</td>
<td>I can create and maintain a formal style.</td>
</tr>
<tr>
<td>W.6.3</td>
<td>I can define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution).</td>
</tr>
<tr>
<td>W.6.3</td>
<td>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.</td>
</tr>
<tr>
<td>W.6.3</td>
<td>I can use narrative techniques (dialogue, pacing, and description) to develop a storyline where one event logically leads to another.</td>
</tr>
<tr>
<td>W.6.3</td>
<td>I can use descriptive words and phrases that appeal to the senses and help my reader understand the experiences and events.</td>
</tr>
<tr>
<td>W.6.3</td>
<td>I can signal changes in time and place by using transition words, phrases, and clauses.</td>
</tr>
<tr>
<td>W.6.3</td>
<td>I can write a conclusion that provides a sense of closure (ties up all loose ends and leaves the reader satisfied).</td>
</tr>
<tr>
<td>W.6.4</td>
<td>I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</td>
</tr>
<tr>
<td>W.6.8</td>
<td>I can assess the credibility of each source by reviewing who wrote it, when it was written, and why it was written.</td>
</tr>
<tr>
<td>W.6.8</td>
<td>I can gather relevant information from multiple print and digital sources to support my research.</td>
</tr>
<tr>
<td>W.6.8</td>
<td>I can define plagiarism (using someone else's words/ideas as my own).</td>
</tr>
<tr>
<td>W.6.8</td>
<td>I can determine when my research data or facts must be quoted (directly stated &quot;word for word&quot;) in my writing.</td>
</tr>
<tr>
<td>W.6.8</td>
<td>I can avoid plagiarism by paraphrasing/summarizing (putting in my own words) my research findings.</td>
</tr>
<tr>
<td>W.6.8</td>
<td>I can provide bibliographic information for sources that I paraphrased or quoted in my writing.</td>
</tr>
<tr>
<td>W.6.8</td>
<td>I can define textual evidence (&quot;word for word&quot; support).</td>
</tr>
<tr>
<td>W.6.8</td>
<td>I can determine textual evidence that supports my analysis, reflection, and/or research.</td>
</tr>
<tr>
<td>W.6.8</td>
<td>I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.</td>
</tr>
<tr>
<td>W.6.9</td>
<td>I can determine textual evidence that supports my analysis, reflection, and/or research.</td>
</tr>
<tr>
<td>SL.6.1</td>
<td>I can create questions and find key textual evidence to contribute to a discussion on the given topic, text, or issue.</td>
</tr>
<tr>
<td>SL.6.1</td>
<td>I can define the rules and roles necessary for collaborative discussion.</td>
</tr>
<tr>
<td>SL.6.1</td>
<td>I can come prepared with key points and textual evidence to contribute to a discussion.</td>
</tr>
<tr>
<td>SL.6.1</td>
<td>I can participate in a discussion by posing questions, responding to questions, and elaborating on my own ideas and/or the ideas of others.</td>
</tr>
<tr>
<td>SL.6.1</td>
<td>I can review the key ideas presented in a discussion and paraphrase others' ideas to show my understanding of multiple perspectives (different viewpoints).</td>
</tr>
<tr>
<td>SL.6.2</td>
<td>I can identify the key ideas presented in a variety of media and formats (e.g., charts, graphs, tables, websites, speeches).</td>
</tr>
<tr>
<td>SL.6.3</td>
<td>I can identify the side of an argument a speaker presents.</td>
</tr>
<tr>
<td>SL.6.3</td>
<td>I can determine the credibility of a speaker and his or her purpose.</td>
</tr>
<tr>
<td>SL.6.4</td>
<td>I can determine a logical sequence for presenting my claims and/or arguments.</td>
</tr>
<tr>
<td>SL.6.5</td>
<td>I can determine an appropriate media component or visual display to clarify my information.</td>
</tr>
<tr>
<td>SL.6.6</td>
<td>I can create and adapt a speech for a variety of reasons (e.g., informational, descriptive, formal, informal).</td>
</tr>
<tr>
<td>L.6.1</td>
<td>I can use pronouns correctly.</td>
</tr>
<tr>
<td>L.6.2</td>
<td>I can determine when to capitalize words.</td>
</tr>
<tr>
<td>L.6.2</td>
<td>I can correctly use punctuation (commas, parentheses, dashes) to make my writing better.</td>
</tr>
<tr>
<td>L.6.2</td>
<td>I can identify misspelled words and use resources to assist me in spelling correctly.</td>
</tr>
<tr>
<td>L.6.3</td>
<td>I can vary sentence patterns in my own writing and speaking to create an individual style and specific tone that maintains consistency.</td>
</tr>
<tr>
<td>L.6.4</td>
<td>I can infer the meaning of unknown words using context clues.</td>
</tr>
<tr>
<td>L.6.4</td>
<td>I can recognize and define common Greek and Latin units of meaning (affixes and roots).</td>
</tr>
<tr>
<td>L.6.4</td>
<td>I can break down unknown words into units of meaning to infer the definition of the unknown word.</td>
</tr>
<tr>
<td>L.6.4</td>
<td>I can make sure my inferred meaning of an unknown word is correct by using reference materials (e.g., dictionaries, glossaries, thesauruses).</td>
</tr>
<tr>
<td>L.6.5</td>
<td>I can define and identify different forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia).</td>
</tr>
<tr>
<td>L.6.5</td>
<td>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).</td>
</tr>
<tr>
<td>L.6.5</td>
<td>I can tell the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling).</td>
</tr>
<tr>
<td>L.6.5</td>
<td>I can analyze why authors choose specific words and phrases (tone) to create an overall feel (mood) for the reader.</td>
</tr>
<tr>
<td>L.6.6</td>
<td>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).</td>
</tr>
<tr>
<td>L.6.6</td>
<td>I can gather vocabulary knowledge when I consider a word or phrase that helps me make meaning in my reading, writing, and speaking.</td>
</tr>
</tbody>
</table>