

Sixth Grade English Language Arts Standards and “I Can Statements”

Language

Standard CC.6.L.1 : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).**
 - I can recognize pronouns (subjective, objective, possessive)
 - I can recognize appropriate pronoun case (subjective, objective and possessive)
 - I can determine if pronouns are in the proper case.
 - Place pronouns in the proper case when writing.
- b. Use intensive pronouns (e.g., myself, ourselves).**
 - I can recognize intensive pronouns (e.g., myself, ourselves)
 - I can determine proper intensive pronouns.
 - I can use intensive pronouns correctly in my writing.
- c. Recognize and correct inappropriate shifts in pronoun number and person.**
 - I can recognize indefinite pronouns.
 - I can correct indefinite pronouns to improve expressive language.
 - I can use indefinite pronouns correctly in my writing.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).**
 - I can recognize shifts in pronoun number and person.
 - I can correct shifts in pronoun number and person.
 - I can use correct pronoun number and person in my writing.

e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

- I can recognize variations from Standard English
- I can identify strategies to improve expression in language
- I can use various strategies to improve expression in language

Standard CC.6.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

- I can apply correct capitalization, punctuation, and spelling when writing
- I know punctuation rules for commas, parentheses and dashes
- I use commas to set off nonessential elements
- I use parentheses to set off nonessential elements
- I use dashes to set off nonessential elements

b. Spell correctly.

- I can recall and apply spelling rules
- I can identify and correct misspelled words

Standard CC.6.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- I can recognize conventions of language for: writing, speaking, reading and listening.
- I can apply knowledge of language when writing, reading and listening.
- I can apply knowledge of language conventions when writing, reading and listening.
- I can use knowledge of language and its conventions when writing, reading, listening and speaking.

a. Vary sentence patterns for meaning, reader/listener interest, and style.

- I can recognize conventions of language for:
 - writing
 - speaking
 - reading
 - listening
- I can recognize:
 - various sentence patterns
 - style
 - tone
- I can determine when to vary sentence patterns for:
 - meaning
 - reader/listener interest
 - style
- I can vary sentence patterns when speaking for:
 - meaning
 - listener interest
 - style

b. Maintain consistency in style and tone.

- I can recognize style and tone in writing.
- I can maintain consistency in style and tone while writing and speaking.

Standard CC.6.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- I can choose flexibility from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase.
- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**
- I can identify common context clues in text (e.g., overall meaning of sentence or paragraph a word's position in a sentence, a word's function in a sentence).
 - I can determine or clarify the meaning of unknown or multiple meaning words by using context as a clue to the overall meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).**
- I can identify:
 - Greek affixes and roots
 - Latin affixes and roots
 - I can determine or clarify the meaning of unknown or multiple meaning words by:
 - Using Greek and Latin affixes and roots as clues to the meaning of a word
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning or its part of speech.**
- I can identify the function of common reference materials (e.g., dictionary, glossary, thesaurus) to find the meaning of a word.
 - I can recognize and use pronunciation symbols.
 - I can consult print and digital reference materials to:
 - find the pronunciation of a word
 - clarify word's precise meaning
 - determine a word's part of speech

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in the context or in a dictionary).

- I can verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary

Standard CC.6.L.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

a. Interpret figures of speech (e.g., personification) in context.

- I can identify and define different types of figurative language (e.g., personification).
- I can analyze text to locate figurative language (e.g., personification) and interpret meanings in context.

c. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

- I can distinguish among the different types of word relationships (e.g., cause/effect, part/whole, item/category).
- I can analyze the relationships between particular words (e.g., cause/effect, part/whole, item/category) for clarity.

d. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

- I can define the terms denotations and connotations of words.
- I can distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Standard CC.6.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- I can identify general academic and domain specific words and phrases that are grade appropriate.
- I can gather vocabulary knowledge when considering words and phrases important to comprehension or expression.
- I can make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words.
- I can apply and use knowledge of vocabulary when considering words and phrase important to comprehension of expression.
- I can select appropriate resources to aid in gathering vocabulary knowledge.

Reading Informational Text

Standard CC.6.R.I.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- I can locate evidence that supports what the text says.
- I can recognize evidence that supports inferences drawn from the text.
- I can determine the evidence that supports the explicit analysis of the text.
- I can cite examples of evidence that supports inferences drawn from the text.

Standard CC.6.R.I.2: Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- I can identify the central idea and supporting details of a text.
- I can define and understand the influence of personal opinion and judgment when reading a text.
- I can analyze text to determine the central idea and supporting details.
- I can recognize particular details used to supports the central idea of a text.

- I can provide a non-biased summary of the text.

Standard CC.6.R.I.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

- I can identify key ideas about individuals, events and ideas as stated in text.
- I can define anecdote.
- I can analyze how key individuals, events and ideas in a text are introduced, illustrated, and elaborated upon.
- I can analyze evidence in text to support key ideas.

Standard CC.6.R.I.4: Determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings.

- I can identify:
 - words and phrases
 - figurative words and phrases
 - connotative words and phrases
 - technical words and phrases
- I can determine meaning of words and phrases, including the:
 - figurative
 - connotative
 - technicalmeanings of words and phrases as they are used in a text.

Standard CC.6.R.I.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

- I can determine text structure: (e.g., chronology, comparison, cause/effect and problem/solution).
- I can analyze how particular sentences, paragraphs, chapters or sections fit into the overall structure of a text.
- I can analyze how particular sentences, paragraphs, chapters or sections contribute to the overall development of the ideas.

Standard CC.6.R.I.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

- I can determine the author's point of view or purpose of a text.
- I can identify details or examples in a text where the author develops the point of view or purpose of the text.
- I can explain how the author conveys his/her point of view throughout the text.

Standard CC.6.R.I.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

- I can recognize how to access information from different media and formats.
- I can identify the terms topic and issue.
- I can combine information taken from various media, formats, or text.
- I can demonstrate understanding of a topic or issue using information from various media/formats.

Standard CC.6.R.I.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

- I can define the terms argument and claim.
- I can identify the argument in a text.
- I can identify the claim in a text.
- I can identify reasons and evidence in the text.
- I can locate the argument and specific claims in a text.
- I can distinguish between supported and unsupported claims.
- I can evaluate the argument and its specific claims in a text.

Standard CC.6.R.I.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

- I can compare and contrast the common events in texts written by different authors (e.g. memoir written by a biography on the same person).

Standard CC.6.R.I.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- I can identify/understand in an informational text:
 - key ideas and details
 - craft and structure
- I can comprehend independently in an informational text:
 - key ideas and details
 - craft and structure

Reading Literature

Standard CC.6.R.L.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- I can recognize:
 - explicit textual evidence
 - inferences made in text
- I can analyze text to:
 - cite textual evidence which is explicitly stated
 - infer

Standard CC.6.R.L.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- I can define theme and central idea.
- I can identify supporting details of the main idea or theme of a text.
- I can summarize a text based on facts.
- I can analyze supporting details to determine theme or central idea.
- I can distinguish between textual facts and opinions.
- I can formulate a summary based on facts from the text.

Standard CC.6.R.L.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

- I can identify the story map within a specific piece of literature to include:
 - exposition
 - rising action
 - climax
 - falling action
 - resolution
- I can identify character types and traits.

- I can describe how a plot unfolds in a series of episodes.
- I can explain how character(s) respond or change over the course of the story or drama.

Standard CC.6.R.L.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

- I can identify the meaning of words and phrases, including figurative and connotative, as used in text.
- I can identify tone in text.
- I can interpret the meaning of words and phrases as they are used in the text, including:
 - figurative meanings
 - connotative meanings
 - denotative meanings
- I can analyze the impact of word choice on meaning.
- I can analyze the impact of word choice on tone.

Standard CC.6.R.L.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

- I can determine the various structures of literary text
- I can identify the:
 - theme
 - plot
 - setting
 of a text
- I can analyze how a:
 - particular sentence
 - chapter
 - scene
 - stanza
 fits into the overall structure of a text
- I can analyze how each part (i.e. sentence, chapter, scene or stanza) contributes to the development of:
 - theme

- setting
- plot

Standard CC.6.R.L.6: Explain how an author develops the point of view of the narrator or speaker in a text.

- I can recognize strategies authors use to develop point of view, (e.g., revealing character's thoughts and actions, dialogue, and what other characters say or think about that character).
- I can identify details or examples in a text where the author develops the point of view of the narrator or the speaker.
- I can compare and contrast point of view of the narrator or characters in a text.
- I can analyze how the author develops these different points of view.

Standard CC.6.R.L.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

- I can define compare and contrast.
- I can recognize multiple text formats:
 - audio
 - video
 - live version
 - written
- I can determine the similarities of reading a:
 - story
 - drama
 - poemto listening to or viewing the audio, video, or live version of the text.
- I can determine the differences of reading a:
 - story
 - drama
 - poemto listening to or viewing the audio, video, or live version of the text.
- I can contrast what is seen/heard in text when reading, watching or listening.

Standard CC.6.R.L.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)

Standard CC.6.R.L.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

- I can identify the:
 - characteristics of different genres.
 - theme in two or more genres.
 - topic in two or more genres.

- I can compare and contrast how two or more stories of the same genre approach a similar theme and/or topic.

Standard CC.6.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- I can identify/understand in literary text:
 - key ideas and details
 - craft and structure
 - integration of knowledge and ideas

- I can define the following reading strategies:
 - making connections
 - visualizing
 - predicting
 - questioning
 - evaluating
 - clarifying

- I can comprehend independently in literary text:
 - key ideas and details
 - craft and structure
 - integration of knowledge and ideas

- I can use the following reading strategies:

- making connections
- visualizing
- predicting
- questioning
- evaluating
- clarifying

Speaking and Listening

Standard CC.6.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- I can engage effectively in a range of collaborative discussions.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.**
 - I can reflect on discussion topics using evidence from the text, issue, and/or topic.
 - I can justify ideas and responses shared with evidence from topic or text.
 - I can formulate comments, questions, and responses based on evidence from the text or topic.
 - I can engage in a variety of discussions by listening and sharing knowledge of grade 6 topics and texts.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.**
 - I can identify components of a formal discussion.
 - I can define individual roles for particular discussions.
 - I can collaborate to set goals and deadlines.
 - I can evaluate implementation of formal discussions.
 - I can follow agreed-upon rules during discussion.
 - I can carry out assigned roles during discussion.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

- I can reflect on discussion topics using evidence from text, issue, and/or topic.
- I can engage in a variety of discussions by listening and sharing knowledge of grade 6 topics and texts
- I can pose specific questions to clarify understanding and probe ideas presented.
- I can respond to questions with detail, using evidence from the topic or text.
- I can connect comments to the remarks of others.
- I can express ideas clearly, referencing evidence from the topic or text.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

- I can identify key ideas from reading material.
- I can recognize multiple perspectives and opposing viewpoints posed during discussions or presentations.
- I can paraphrase and reflect on multiple perspectives posed in discussions.
- I can engage in a variety of discussions by listening and sharing knowledge of grade 6 topics and texts.

Standard CC.6.SL.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

- I can identify details and information that contribute to the topic, text, or issue of various media formats.
- I can interpret information presented in various media and formats.

- I can explain how information contributes to a topic, text, or issue.

Standard CC.6.SL.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

- I can define and identify:
 - arguments
 - claims
 - reasons
 - evidence
- I can distinguish between supported and unsupported claims.
- I can identify a speaker's argument and specific claims.

Standard CC.6.SL.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

- I can identify:
 - findings
 - claims
 - descriptions
 - acts
 - details
- I can identify:
 - appropriate eye contact
 - adequate volume
 - clear pronunciation
- I can determine:
 - logical sequence
 - important descriptions
 - facts and details that accentuate ideas or themes
- I can give oral presentation to present claims and findings:
 - sequencing ideas logically
 - using important
 - descriptions

- facts
 - details
- to accentuate main ideas or themes
- I can use:
 - appropriate eye contact
 - adequate volume
 - clear pronunciation

Standard CC.6.SL.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

- I can recognize multimedia components such as: graphics, images, music and sound.
- I can clarify information.
- I can determine what multimedia components will best clarify information in presentations (graphics, images, music, sound).
- I can determine what visual displays will best clarify information in presentations.
- I can include technology in a presentation to clarify information with multiple components to include: music, images, graphics and sound.
- I can incorporate visual displays in a presentation to clarify information.

Standard CC.6.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- I can identify formal and informal settings.
- I can describe the qualities of formal speech and informal speech.
- I can distinguish between formal and informal speech.
- I can determine if formal or informal speech is appropriate in the context of a given situation.
- I can adapt speech to a given context or task when speaking.
- I can demonstrate correct use of formal English when appropriate.

Writing

Standard CC.6.W.1: Write arguments to support claims with clear reasons and relevant evidence.

- I can identify claims, reasons and relevant evidence within text.
- a. Introduce claim(s) and organize the reasons and evidence clearly.**
 - I can determine how to introduce claim(s).
 - I can write an argument, introducing the claim and organizing the reasons and evidence clearly to support the claim.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.**
 - I can identify credible sources.
 - I can recognize claims, relevance and evidence within text.
 - I can organize reasons and evidence clearly.
 - I can formulate support for claims with clear reasons and relevant evidence.
 - I can evaluate the credibility of sources used and relevance of the evidence.
 - I can demonstrate an understanding of the topic or text.
 - I can write an argument to support claims, including:
 - claims supported by clear reasons and relevant evidence
 - credible sources
 - a clear understanding of the topic or text under investigation
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.**

- I can recognize words, phrases and clauses that show relationships among claim(s) and reasons.
- I can clarify relationships among claims and reasons.
- I can write an argument to support claims, including words, phrases, and clauses that clarify relationships among claim(s) and reasons.

d. Establish and maintain a formal style.

- I can identify and define formal style.
- I can establish and maintain a formal style.
- I can write an argument to support claims, including clear reasons and relevant evidence, which establishes and maintains a formal style.

e. Provide a concluding statement or section that follows from the argument presented.

- I can explain the argument presented.
- I can plan an appropriate concluding statement that follows from the argument presented.
- I can write an argument to support claims, which includes a concluding statement or section that follows from the argument presented.

Standard CC.6.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- I can identify components of informative/explanatory text.
- I can write informative/explanatory texts to:
 - examine a topic
 - convey ideas
 - concepts
 - information
 through:
 - text selection
 - organization
 - analysis

of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- I can determine when to include:
 - formatting
 - graphics
 - multimediato aid in comprehension.

- I can determine how to organize:
 - ideas
 - concepts
 - information

- I can determine when to use various strategies such as:
 - definitions
 - classification
 - comparison/contrast
 - cause/effect

- I can write informative/explanatory texts to:
 - examine a topic
 - convey ideas
 - concepts
 - informationthrough:
 - text selection
 - organization
 - analysisof relevant content.

- I can organize ideas, concepts, and information using strategies such as:

- definitions
- classification
- comparison/contrast
- cause/effect
- I can use:
 - formatting
 - graphics
 - multimediawhen useful in aiding comprehension

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

- I can identify:
 - relevant facts
 - definitions
 - concrete details
 - quotations
 - examples
- I can develop a topic with:
 - relevant facts
 - definitions
 - concrete details
 - quotations
 - concrete details
 - quotations
 - other information
 - examples
- I can introduce and develop a topic in text with:
 - relevant facts
 - definitions
 - concrete details
 - quotations
 - other information
 - examples

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

- I can identify various transitions that clarify relationships among ideas and concepts.

- I can select various transitions that clarify relationships among ideas and concepts.
- I can write informative/ explanatory text, using appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

- I can identify precise language and domain-specific vocabulary related to the topic.
- I can select precise language and domain-specific vocabulary to inform or explain the text.
- I can use precise language and domain-specific vocabulary in text to inform or explain a topic.

e. Establish and maintain a formal style.

- I can identify formal styles of writing.
- I can establish and maintain a formal style when writing.
- I can write informative or explanatory text to:
 - examine a topic
 - convey ideas
 - concepts
 - information
 - through:
 - text selection
 - organization
 - analysisof relevant concepts, while establishing and maintaining a formal style.

f. Provide a concluding statement or section that follows from the information or explanation presented.

- I can identify a concluding statement or section that follows, from the information or explanation presented
- I can determine a supportive concluding statement or section that follows, from the information or explanation presented.
- I can write informative or explanatory texts to:
 - examine a topic
 - convey ideas
 - concepts
 - informationthrough:
 - text selection
 - organization
 - analysis
 - of relevant concepts.
- I can provide a concluding statement, or section that follows, from the information or explanation presented.

Standard CC.6.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- I can write a narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured sequence.
 - a. **Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**

- I can describe a variety of ways authors engage readers.
 - I can establish a context within my writing by introducing a narrator and/or characters.
 - I can organize an event sequence that unfolds naturally and logically.
 - I can use a variety of techniques to engage the reader and establish context.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**
- I can analyze narrative techniques such as dialogue, pacing and description to develop experiences, events, and/or characters.
 - I can write a narrative to develop real or imaginative experiences or events, using narrative techniques such as dialogue, pacing and description.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.**
- I can identify transitional words, phrases and clauses that signal change in a narrative.
 - I can identify how writers use transitional words, phrases, clauses to signal change in a narrative.
 - I can critique a variety of transition words, phrases and clauses that convey sequence and signal shifts from one time frame or setting.
 - I can write a narrative to develop real or imaginative experiences or events that uses a variety of transitions to convey sequence and signal shifts.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.**
- I can use precise words and phrases, relevant descriptive details, and sensory language to develop experiences and events.

- I can write a narrative to develop real or imaginative experiences or events that uses appropriate, precise words and phrases, relevant descriptive details, and sensory language.
- e. **Provide a conclusion that follows from the narrated experiences or events.**
- I can write a narrative to develop real or imaginative experiences or events that includes a conclusion.

Standard CC.6.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- I can analyze the reason for writing a piece to decide on task, purpose and audience.
- Determine suitable idea development strategies, organization, and style appropriate to task, purpose and audience.
- I can produce a writing piece that is clear and coherent with idea development, organization, and style appropriate to task, purpose and audience.

Standard CC.6.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- I can, with some guidance and support from peers and adults, recognize how to:
 - plan
 - revise
 - edit
 - rewrite
 - try a new approach
- I can, with some guidance and support from peers and adults, develop and strengthen my writing by:
 - planning
 - revising
 - editing
 - rewriting
 - trying a new approach

Standard CC.6.W.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

- I can download, save, upload, and attach documents.
- I can select appropriate word processing tools.
- I can select appropriate tools for communicating and collaborating.
- I can evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others.
- I can use technology, including the Internet, to produce and publish writing.
- I can use technology to interact and collaborate with others.
- I can use keyboarding skills to type three or more pages in a single sitting.

Standard CC.6.W.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

- I can apply appropriate research and inquiry methods to conduct a research project.
- I can apply multiple resources to conduct short research projects.
- I can determine sources to answer a research question.

- I can narrow/refocus the inquiry by selecting information from multiple sources, which will support or justify the answer.
- I can conduct steps for research to answer a question.
- I can conduct a short research project to answer a question, with appropriate information derived from research in a variety of sources.

Standard CC.6.W.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

- I can recognize a credible source.
- I can define plagiarism.
- I can quote information from a source.
- I can identify and provide basic bibliographic information for sources.
- I can gather relevant information from print and digital sources.
- I can paraphrase the data and conclusions of others.
- I can assess the credibility of each source.
- I can determine when and how to credit sources to avoid plagiarism.

Standard CC.6.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- I can draw evidence from literary or informational text to support analysis, reflection and research.
- a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels**

and fantasy stories] in terms of their approaches to similar themes and topics”).

- I can identify key ideas and details which provide evidence to support conclusions about literature.
- I can cite textual evidence to support analysis of literature.
- I can draw evidence from key ideas and details as support for analysis of literature.
- I can analyze and reflect on key ideas and details in a text as evidence for analysis of literature.

b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

- I can identify key ideas and details which provide evidence to support conclusions about nonfiction text.
- I can cite textual evidence to support analysis of what is explicitly stated in nonfiction text.
- I can draw evidence from key ideas and details in nonfiction text as evidence to support analysis, reflection and research.
- I can analyze and reflect on key ideas and details in nonfiction text as evidence to support analysis, reflection and research.

Standard CC.6.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- I can identify task, purpose and audience for various types of writing.
- I can identify the organizational structures for various types of writing.
- I can determine appropriate organizational structure to use for various types of writing dependent upon task, purpose and audience.
- I can write for various tasks, purposes, and audiences over both extended and shorted time frames.