

Elmer Wood

Sixth Grade "I Can" Statements for California Common Core State Standards

Strand: Reading Standards for Literature	
Key Ideas and Details	
I can refer to the text when talking/writing about what the text says.	
I can refer to the text when talking/writing about what the text implies.	
I can tell the theme of a text.	
I can describe how the author conveys the theme.	
I can summarize the text.	
I can tell how the plot unfolds in a series of events.	
I can tell how the characters respond or change as the plot moves along.	
Craft and Structure	
I can tell what words/phrases mean in a text.	
I can tell what figurative words/phrases mean in a text.	
I can tell what connotative words/phrases mean in a text.	
I can tell how specific words add to the meaning or tone of the text.	
I can tell how different parts of the text fit into the overall structure.	
I can describe how different parts of the text add to the development of the theme.	
I can describe how different parts of the text add to the development of the setting.	
I can describe how different parts of the text add to the development of the plot.	
I can tell who is telling the story.	
I can describe how the author develops the point of view in the text.	
Integration of Knowledge and Ideas	
I can tell what's the same about reading a text and listening to/viewing another version of the text.	
I can tell what's different about reading a text and listening to/viewing another version of the text.	
I can tell about the difference between what I see in my head when I read, and what I see when I watch a video version.	
I can tell about the difference between what I hear in my head when I read, and what I hear when I listen to an audio version.	
I can tell how two texts from different genres approach a topic/theme in the same way.	
I can tell how two texts from different genres approach a topic/theme differently.	
Range of Reading and Level of Text Complexity	
I can read sixth grade literary text.	
I can understand sixth grade literary text.	
Strand: Reading Standards for Informational Text	
Key Ideas and Details	
I can refer to the text when talking/writing about what the text says.	
I can refer to the text when talking/writing about what the text implies.	
I can tell the main idea of a text.	
I can describe how the author conveys the main idea through details and examples.	
I can summarize the text.	

I can tell how a key person, event or idea is introduced in a text.	
I can tell how a key person, event or idea is illustrated in a text.	
I can tell how a key person, event or idea is elaborated in a text.	
Craft and Structure	
I can tell what words/phrases mean in a text.	
I can tell what figurative words/phrases mean in a text.	
I can tell what connotative words/phrases mean in a text.	
I can tell what technical words/phrases mean in a text.	
I can tell how different parts of the text fit into the overall structure.	
I can describe how different parts of the text add to the development of the main idea.	
I can identify text features in the text.	
I can describe how the text features help me comprehend the text.	
I can tell who is telling the story.	
I can describe how the author develops the point of view in the text.	
Integration of Knowledge and Ideas	
I can integrate information from different sources on the same topic.	
I can identify the arguments/claims in a text.	
I can tell which arguments/claims are supported by reasons.	
I can tell which arguments/claims are not supported by reasons.	
I can tell what is the same about two authors' accounts of the same event.	
I can tell what is different about two authors' accounts of the same event.	
Range of Reading and Level of Text Complexity	
I can read sixth grade literary nonfiction.	
I can understand sixth grade literary nonfiction.	
Strand: Writing	
Text Types and Purposes	
I can write arguments to support claims with clear reasons and relevant evidence.	
I can introduce claims.	
I can clearly organize reasons and evidence.	
I can support claims with reasons and evidence.	
I can use credible sources.	
I can show my understanding of the topic or text.	
I can use words, phrases, and clauses to clarify the relationships among claims and reasons.	
I can maintain a formal style in my argument writing.	
I can write a concluding statement for my argument.	
I can write informative/explanatory texts to examine a topic and convey ideas.	
I can introduce a topic or thesis statement.	
I can use various strategies to organize ideas, concepts, and information.	
I can include formatting in my writing.	
I can include multimedia to accompany my writing.	
I can develop the topic with facts, details, and examples.	
I can include transitions to clarify the connections between ideas.	
I can use precise language and subject-specific vocabulary.	
I can maintain a formal style in my informative/explanatory writing.	
I can write a concluding statement in my informative/explanatory writing.	
I can write real or imaginative narrative texts to convey an experience or event.	
I can engage and orient the reader by establishing a context/setting.	
I can engage and orient the reader by establishing a narrator and/or characters.	
I can engage and orient the reader by establishing a plot or sequence of events.	

I can use dialogue to develop experiences, events or characters.	
I can use pacing to develop experiences, events or characters.	
I can use description to develop experiences, events or characters.	
I can use transition words to convey the sequence of events or shifts in setting.	
I can use precise words in my narrative writing.	
I can use descriptive details in my narrative writing.	
I can use sensory language in my narrative writing.	
I can include a conclusion in my narrative writing.	
Production and Distribution of Writing	
I can use a structure appropriate for the writing task and purpose.	
I can strengthen my writing with help from my teacher and classmates.	
I can edit my writing with help from my teacher and classmates.	
I can use technology to produce and publish my writing.	
I can use technology to share my writing with my teacher and classmates.	
I can type at least three pages in a single sitting.	
Research to Build and Present Knowledge	
I can research a topic to answer a question.	
I can use several sources to research a topic.	
I can gather information from multiple sources in my research.	
I can assess the credibility of a source.	
I can quote or paraphrase information from a source without plagiarizing.	
I can provide bibliographic information for my sources.	
I can draw evidence from literary texts to support analysis, reflection, and research.	
I can draw evidence from informational texts to support analysis, reflection, and research.	
Range of Writing	
I can write over an extended timeframe.	
I can write on demand.	
Strand: Speaking and Listening	
Comprehension and Collaboration	
I can participate in class discussions.	
I can come prepared, having read or studied the discussion material.	
I can refer to the text when participating in the discussion.	
I can follow class conversation norms (e.g. taking turns listening and speaking).	
I can assume an assigned role in a discussion.	
I can ask questions about the topic, text or issue to add to the discussion.	
I can answer questions about the topic, text, or issue to add to the discussion.	
I can review the key ideas of the conversation by paraphrasing.	
I can show my understanding of the conversation by paraphrasing.	
I can understand information presented in different ways.	
I can explain how that information adds to a topic, text or issue.	
I can identify the arguments/claims in the conversation.	
I can tell which arguments/claims are supported by reasons.	
I can tell which arguments/claims are not supported by reasons.	
Presentation of Knowledge and Ideas	
I can tell a story or about an experience including facts.	
I can include descriptive details about the story or experience.	
I can tell the story or experience in a logical sequence.	
I can use nonverbal gestures and expressions that enhance my presentation.	
I can use eye contact to engage my audience.	

I can speak so my classmates and teacher can hear me.	
I can pronounce so my classmates and teacher can understand me.	
I can give an informative/explanatory presentation about a topic including facts.	
I can include concrete details about the topic.	
I can use transitions to clarify connections.	
I can use precise language and subject-specific vocabulary.	
I can include a conclusion in my presentation.	
I can use multimedia components to help clarify my presentation.	
I can use visuals to help clarify my presentation.	
I can adapt my speech to a variety of contexts and tasks.	
I can use formal English when appropriate.	
Strand: Language	
Conventions	
I can use pronouns correctly in my writing.	
I can use pronouns correctly in my speaking.	
I can recognize and correct shifts in pronoun number and person in my writing.	
I can recognize and correct shifts in pronoun number and person in my speaking.	
I can recognize and correct vague pronouns in my writing.	
I can recognize and correct vague pronouns in my speaking.	
I can recognize and correct my own grammar mistakes in my writing.	
I can recognize and correct my own grammar mistakes in my speaking.	
I can recognize and correct others' grammar mistakes in their writing.	
I can recognize and correct others' grammar mistakes in their speaking.	
I can use capitalization appropriately.	
I can use commas or dashes to set off parenthetical phrases.	
I can spell correctly.	
I can use different types of sentences.	
I can maintain consistency in style and tone.	
Vocabulary	
I can use clues in a sentence or paragraph to help me figure out the meaning of a word or phrase.	
I can use my knowledge of root words and affixes to help me figure out what a new word means.	
I can use reference materials to figure out what a word means.	
I can use reference materials to verify the meaning of a word.	
I can understand figures of speech.	
I can use word relationships to better understand each word.	
I can tell the connotative differences between words with similar denotations.	
I can use 6 th grade academic and domain-specific words in my writing.	
I can use 6 th grade academic and domain-specific words in my speaking.	