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| Standard | Glossary | “I can” statements |
| **RI 6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | Analysis  Evidence  Explicit(ly)  Inference  Text  Textual Evidence | * Complete a close reading * Answer text-dependent questions * Cite evidence to support analysis of what the text says * Make predictions and draw inferences using textual evidence * Engage in text-based discussions |
| **RI 6.2** Determine a 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 | Conveyed  Summary  Central Idea | * Determine the central idea of a text * Provide a summary without using personal opinions |
| **RI 6.4** Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning | Analyze  Phrase(s)  Text | * Use context clues to determine the meaning of unknown words and phrases * Analyze the impact of specific word choice |
| **RI 6.8** 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 | Argument  Claims  Evaluate  Trace  Evidence  Reasons(ing)  Text | * Evaluate claims and arguments * Glean information from various sources and compare information and accounts * Distinguish claims that are supported by evidence from those that are not |
| **W 6.1** Write arguments to support claims with clear reasons and relevant evidence | Argument  Audience  Claim  Edit  Evidence | * Write an argumentative paper to support claims with clear reasons and relevant evidence |
| **SL 6.4** Preset claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks | Claims  Describe  Main Idea  Task  Theme | * Present claims and findings in a logical order * Use relevant description, facts, and details to highlight or call attentions to the main ideas or themes * Consider audience, topic, and goals when making choices about the style and tone of a speech |
| **L 6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening | Stye  Tone | * Make effective choices in my writing or speaking to aid my comprehension when reading or listening * Use different sentence patterns depending on my intended meaning * Remain consistent in my choices for style and tone |
| **L 6.4** Determine and/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: context clues, word parts, word relationships, and reference materials | Context Clues  Multiple-meaning words and phrases  Reference materials  Word relationships | * Figure out the meaning of unknown words or phrases using context clues, word parts, word relationships, and reference materials |