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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 | AnalysisEvidenceExplicit(ly)InferenceTextTextual 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
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| **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  | ConveyedSummaryCentral Idea | * Determine the central idea of a text
* Provide a summary without using personal opinions
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| **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 | AnalyzePhrase(s)Text | * Use context clues to determine the meaning of unknown words and phrases
* Analyze the impact of specific word choice
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| **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 | ArgumentClaimsEvaluateTraceEvidenceReasons(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
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| **W 6.1** Write arguments to support claims with clear reasons and relevant evidence | ArgumentAudienceClaimEditEvidence | * Write an argumentative paper to support claims with clear reasons and relevant evidence
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| **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 | ClaimsDescribeMain IdeaTaskTheme | * 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
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| **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
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| **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 CluesMultiple-meaning words and phrasesReference materialsWord relationships | * Figure out the meaning of unknown words or phrases using context clues, word parts, word relationships, and reference materials
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