



**READING:  
LITERARY AND  
INFORMATIONAL TEXT**

**I can cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1, RI.6.1)**

- I can recognize textual evidence.
- I can recognize inferences.
- I can analyze text to cite textual evidence that is explicitly stated.
- I can analyze text to cite textual evidence that is inferred.
- \*I can use correct MLA format for in-text citations and works cited pages. (\*Extended Understanding)

**I can analyze literary and informational text development. (RL.6.2, RI.6.2)**  
**I can determine a theme or central idea of a text and how it is conveyed through details. (RL.6.2, RI.6.2)**  
**I can incorporate a theme and story details into an objective summary of the text. (RL.6.2)**

- I can summarize a text and leave out personal opinion or judgment. (RI.6.2)**
  - I can define and understand theme.
  - I can define and understand central idea.
  - I can define and understand an objective summary.
  - I can identify supporting details of theme or central idea.
  - I can distinguish between textual facts and opinions.

**I can describe how a particular story's or drama's plot unfolds in a series of episodes. (RL.6.3)**

- I can explain how the characters respond or change as the plot moves toward a resolution. (RL.6.3)**
  - I can identify a series of episodes (exposition, rising action, etc.) within a specific story or drama.
  - I can identify character types and traits.

**I can analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. (RI.6.3)**

- I can identify key individuals, events, or ideas in an informational text.
- I can identify details, examples, anecdotes, etc., that concern the introduction, illustration, and elaboration of key individuals, events, or ideas in an informational text.

**Key Ideas and Details**

**I can determine the literal, figurative, connotative, and technical meanings of words and phrases as they are used in a text. (RI.6.4)**  
**I can analyze the impact of specific word choice, including sensory language, on meaning and tone. (RL.6.4)**

- I can identify words and phrases that have connotative, figurative, and technical meaning in a text.
- I can determine, interpret, clarify, or verify the figurative, literal, connotative, and technical meanings of words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, and/or consulting reference materials.
- I can identify sensory language and tone in a text. (RL only)
- I can determine the impact of sensory language on meaning and tone. (RL only)

**I can analyze how a particular sentence, paragraph, chapter, scene, stanza, or section fits into the overall structure of a text. (RI.6.5)**

**I can analyze how a particular sentence, paragraph, chapter, scene, stanza, or section contributes to the development of the ideas, theme, plot, and/or setting of a text. (RI.6.5)**

- I can identify the structure, theme, plot, and setting of a text.
- I can identify types of sentences, paragraphs, chapters, scenes, stanzas, or sections in a text.
- I can identify and understand how ideas, themes, plots, and settings develop in a text.
- I can determine the purpose of particular sentences, paragraphs, chapters, scenes, stanzas, or sections in overall text structure.

**I can determine an author's perspective or purpose in a text. (RI.6.6)**

**I can explain how an author's perspective or purpose is conveyed in a text. (RI.6.6)**

**I can explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text. (RL.6.6)**

- I can identify varied perspectives, purposes, and points of view in a text.
- I can identify details in a text that develop and convey perspective and points of view.
- I can recognize and understand strategies (characterization, dialogue, repetition, structure, etc.) authors use to convey and/or develop perspective, point of view and purpose in a text.

**Craft and Structure**

**I can compare and contrast the experience of reading a text to the viewing of and/or listening to the same text. (RL.6.7)**

**I can contrast what I "see" and "hear" when reading a text to what I perceive when I listen to or watch the same text. (RL.6.7)**

**I can integrate information from different media, formats, and texts to develop a coherent understanding of a topic or issue. (RI.6.7)**

- I can recognize similarities and differences between content presented in diverse formats.
- I can determine the similarities and differences of the experience of reading a story/drama/poem to the experience of listening to or viewing the audio, video, or live version of the text.
- I can identify and summarize information on the same topic or issue presented in different media, formats, and texts.

**Integration of Knowledge and Ideas**

**I can trace the argument and specific claims made in a text. (RI.6.8)**

**I can evaluate an argument by distinguishing which claims are supported and which ones are not. (RI.6.8)**

- I can define and identify arguments and claims.
- I can identify evidence in a text.
- I can determine if a claim is supported by evidence.

**I can compare and contrast texts in different forms or genres based upon their approach to similar themes and topics. (RL.6.9)**

**I can compare and contrast one author's presentation of events with that of another. (RI.6.9)**

- I can identify the characteristics of different genres/forms of literature.
- I can identify a similar theme, event, or topic in two or more genres/forms of literature, or presented by two different authors.
- I can understand theme, topic, genre, and form/format.
- I can determine similarities and differences in two or more author's presentations of the same event (RI), or a topic or theme (RL) presented in different formats or genres.

**Range of Reading and Level of Text Complexity**

**I can independently read and comprehend complex literature, literary nonfiction, and informational texts at the sixth-grade level. (RL.6.10, RI.6.10)**

**I can read and comprehend complex literature, literary nonfiction, and informational texts at the seventh and eighth grade levels, with scaffolding as needed. (RL.6.10, RI.6.10)**

**I can build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text. (RL.6.10)**

- I can identify grade-level texts and texts on my reading level (i.e. Lexile level).
- I can monitor my own comprehension.