**Hatchet: Sixth Grade CCGPS Learning Targets**

***I Can* statements are the *standards* from the students’ perspective, representing what the students should be able to grasp in one class setting. Keep the number of standards for a single lesson manageable. Also remember that any standard has many parts and that not all parts need to be addressed in the same lesson.**

**The part of the statements below in brackets represents the subtext of the statement: how the student will demonstrate the learning – at least in part – during the class period. This is the philosophy for the reading-writing shift in the CCGPS: No reading without writing; no writing without reading.**

**The following *I Can* statements apply to the reading, interpretation, and discussion of the passage.**

ELACC6RL1:

* I can **cite** evidence from the text that supports my analysis of what a passage infers [and use that evidence in a discussion and in a written assignment].

ELACC6RL2:

* I can analyze how the **meaning** of a passage is conveyed through **details** in the text. [I can explain how the details help convey the theme of the text when the class has a discussion. I can also use the details when I write about the theme.]

ELACC6RL4:

* I can understand how the choice and use of **specific words** adds to the **meaning and tone** of a passage [and explain in a discussion and in writing how the word choice creates meaning and tone].

ELACC6RL5:

* I can analyze how the **structure** of a text helps the development of the **meaning** [and explain in a discussion and in writing how the structure of the text helps the theme.]

 **The following *I Can* statements apply to the writing process, using the RACERS template.**

ELACC6W2:

* I can write an informative text to **express, organize, and analyze** my ideas [using information gained from my reading, discussions, and thinking].
* I can **introduce** a topic clearly, letting my reader know what is to follow [because I have thought about and prepared my ideas beforehand].
* I can choose appropriate **facts**, concrete **details**, and **quotes** to support my ideas [based on my reading, discussions, and thinking].
* I can write a **conclusion** that follows from the ideas developed in the essay [because I understand that a good conclusion comes from the ideas in the essay and finishes with broader implications on the topic or for the reader].