

**Reading Standards for Literature**  
**Common Core Standards for Literacy**

**1) After reading the standard, underline nouns and circle verbs. 2) Using the verbs, craft the “I Can” statement(s). 3) Note any relevant vocabulary necessary for achieving the standard.**

Common Core Standards	Converted/Unpacked Standards “I Can” Statements (Student-Centered)	Vocabulary
<p><b>RL.6.1</b> - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>- Define “textual evidence”.</li> <li>- Analyze sources using evidence from the text.</li> <li>- Draw inferences from the text.</li> </ul>	<p>Text Infer Evidence Sources</p>
<p><b>RL.6.2</b> - Determine a theme or 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.</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>- Define “theme”</li> <li>- Write a summary using facts from the text</li> </ul>	<p>Theme Fact Opinion Summary</p>
<p><b>RL.6.3</b> – Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>- Analyze the plot of a story</li> <li>- Recognize character development</li> </ul>	<p>Plot Character Episodes</p>
<p><b>RL.6.4</b> – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyze the impact of a specific word choice on meaning and tone.</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>- Determine meaning of words in a text</li> <li>- Decode figurative language and connotative meanings</li> </ul>	<p>Figurative Connotative</p>

<p><b>RL.6.5</b> – Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>- Relate the text to determine story elements</li> </ul>	<p>Scene Stanza Theme Setting Plot Element</p>
<p><b>RL.6.6</b> – Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>- Determine point of view</li> </ul>	<p>Point of View Narrator</p>
<p><b>RL.6.7</b>- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>- Define Compare and Contrast</li> <li>- Evaluate two forms of literature</li> </ul>	<p>Compare Contrast Evaluate</p>
<p><b>RL.6.8</b> – Not applicable to literature.</p>	<p>I can...</p>	
<p><b>RL.6.9</b> – Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories)</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>- Define genre</li> <li>- Determine elements of different genres</li> </ul>	<p>Genre Elements</p>
<p><b>RL.6.10</b> - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>- Read and comprehend at a 6<sup>th</sup> grade level</li> </ul>	<p>Comprehend Scaffold</p>