

6th Grade Language: I Can Statements

Processes, Content Statements & Expectations (Disciplinary Knowledge)	I Can Statement
Conventions of Standard English	
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	
Ensure that pronouns are in the proper case (subjective, objective, possessive).	I can use the correct pronoun.
Use intensive pronouns (e.g., <i>myself, ourselves</i>).	I can use intensive pronouns (myself, ourselves).
Recognize and correct inappropriate shifts in pronoun number and person.*	I can identify and correct inappropriate shifts in pronoun number and person.
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	I can recognize and correct vague pronouns.
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	I can find mistakes in standard English usage in my own and others' writings. I can use strategies to improve expression in conventional language.
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	I can use commas correctly. I can use parentheses correctly. I can use dashes correctly.
Spell correctly.	I can spell correctly in my writing.
Knowledge of Language	
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
Vary sentence patterns for meaning, reader/listener interest, and style.*	I can vary sentence patterns.
Maintain consistency in style and tone.*	I can maintain consistency in style and tone.
Vocabulary Acquisition and Use	

L.6.4. Determine 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.	
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I can use context to find the meaning of words or phrases.
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).	I can use Greek or Latin affixes and roots to find the meaning of a word.
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	I can use reference materials to find the pronunciation of a word. I can use reference materials to find the precise meaning of a word or its part of speech.
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I can check to see if my meaning of a word is correct.
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Interpret figures of speech (e.g., personification) in context.	I can explain figures of speech in context.
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	I can use relationships between words to better understand their meanings.
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).	I can distinguish among the connotations of synonyms.
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	I can use a large vocabulary. I can learn new words through reading, writing, and listening.