

6th Grade ELA			6th Grade ELA			6th Grade ELA		
Module	Unit 1		Module	Unit 2		Module	Unit 3	
Unit Name	Myths: Not Just Long Ago		Unit Name	Rules to Live By		Unit Name	Insecticides: Cost vs. Benefits	
Domain	Reading Literature / Narrative Writing		Domain	Reading Literature and Informational Text / Informative Writing		Domain	Reading Literature and Informational Text / Research and Argument Writing	
Days	51		Days	51		Days	51	
Testing Dates	7, 13, 24, 33, 36, 40		Testing Dates	51		Testing Dates	51	
Standards	Power Standards (Assessed)	I Can Statements	Standards	Power Standards (Assessed)	I Can Statements	Standards	Power Standards (Assessed)	I Can Statements
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can provide textual evidence that supports my analysis of what the text says explicitly. I can provide textual evidence that supports my inferences of the text.	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can provide textual evidence that supports my analysis of what the text says explicitly. I can provide textual evidence that supports my inferences of the text.	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can provide textual evidence that supports my analysis of what the text says explicitly. I can provide textual evidence that supports my inferences of the text.
RL.6.2	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.	I can determine the theme or central idea of a text. I can understand how it is shown through particular details. I can provide a summary of the text without including personal opinions or judgement.	RL.6.2	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.	I can determine the theme or central idea of a text. I can understand how it is shown through particular details. I can provide a summary of the text without including personal opinions or judgement.	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.	I can trace and evaluate an argument and it's specific claims in a text. I can identify claims that are supported by reasons and evidence.
RL.6.3	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.	I can describe how a story's or drama's plot unfolds within each episode. I can describe how a character responds or changes as the plot resolves.	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can provide textual evidence that supports my analysis of what the text says explicitly. I can provide textual evidence that supports my inferences of the text.	RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	I can compare and contrast two author's presentation of events.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can provide textual evidence that supports my analysis of what the text says explicitly. I can provide textual evidence that supports my inferences of the text.	RL.6.5	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.	I can analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a text. I can analyze how the sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot.	W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	I can write an argument to support my claim with clear reasons and relevant evidence.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	I can write an informative text to examine a topic and communicate ideas, concepts, and information by choosing, organizing, and analyzing relevant content.	RL.6.7	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.	I can compare and contrast reading a story, drama, or poem, listening to a text, and/or to viewing a text. I can contrast what I "see" and "hear" when reading a text to what I perceive when I listen or watch.	W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.	I can introduce my claim(s) and organize the reasons and evidence clearly.
W.6.2.A	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	I can introduce a topic, organize ideas, concepts, and information by using strategies such as definition, classification, comparison/contrast, and cause/effect. I can include formatting (e.g., headings), graphics (e.g., charts and tables), and multimedia when useful to aid comprehension.	RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	I can compare and contrast texts in different forms or genres in how they approach similar themes and topics.	W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	I can support my claim(s) with clear reasons and relevant evidence. I can use credible sources. I can demonstrate an understanding of the topic or text through my selection of evidence.
W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can provide textual evidence that supports my analysis of what the text says explicitly. I can provide textual evidence that supports my inferences of the text.	W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	I can use words, phrases, and clauses to make clear the relationships among my claim(s) and reasons.
W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.	I can use appropriate transitions to make clear the relationships among ideas and concepts.	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.	I can determine the theme or central idea of a text. I can understand how it is shown through particular details. I can provide a summary of the text without including personal opinions or judgement.	W.6.1.D	Establish and maintain a formal style.	I can use a formal style of writing.
W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	I can use precise language and domain-specific vocabulary to inform about or explain the topic.	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	I can analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text. I can analyze how it contributes to the development of the ideas.	W.6.1.E	Provide a concluding statement or section that follows from the argument presented.	I can provide a concluding statement or section that fits in with my argument.
W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.	I can provide a conclusion that fits with the narrated experiences or events.	W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	I can write an argument to support my claim with clear reasons and relevant evidence.	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	I can produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	I can write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.	I can introduce my claim(s) and organize the reasons and evidence clearly.	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	I can conduct short research projects to answer a question. I can draw on several sources and refocus the inquiry when needed.
W.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	I can engage and orient the reader by establishing the context, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally and logically.	W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	I can support my claim(s) with clear reasons and relevant evidence. I can use credible sources. I can demonstrate an understanding of the topic or text through my selection of evidence.	W.6.8	Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	I can gather relevant information from multiple print and digital sources. I can assess the credibility of each source. I can quote or paraphrase the data and conclusions of others while avoiding plagiarism. I can provide basic bibliographic information for my sources.
W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	I can use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.	W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	I can use words, phrases, and clauses to make clear the relationships among my claim(s) and reasons.	W.6.9.B	Apply grade 6 Reading standards to literary nonfiction (e.g., "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").	I can trace and evaluate an argument and it's specific claims in a text. I can identify claims that are supported by reasons and evidence.
W.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	I can use a variety of transition words, phrases, and clauses to communicate sequence and signal when time frames or settings are shifting.	W.6.1.D	Establish and maintain a formal style.	I can use a formal style of writing.	SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	I can interpret information presented in diverse media and formats. I can explain how it contributes to a topic, text, or issue.
W.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	I can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	W.6.1.E	Provide a concluding statement or section that follows from the argument presented.	I can provide a concluding statement or section that fits in with my argument.	SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	I can outline a speaker's argument and specific claims. I can identify claims that are supported by reason and evidence.
W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.	I can provide a conclusion that fits with the narrated experiences or events.	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	I can write an informative text to examine a topic and convey ideas, concepts, and information by choosing, organizing, and analyzing relevant content.	SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	I can present claims and findings in a logical sequence, using relevant descriptions, facts, and details that emphasize the main ideas or themes. I can use appropriate eye contact, adequate volume, and clear pronunciation when presenting.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	I can produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	W.6.2.A	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	I can introduce a topic, organize ideas, concepts, and information by using strategies such as definition, classification, comparison/contrast, and cause/effect. I can include formatting (e.g., headings), graphics (e.g., charts and tables), and multimedia when it will help comprehension.	SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	I can include multimedia components and visual displays in my presentations to clarify my information.
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can draw evidence from literary or informational texts to support analysis, reflection, and research.	W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	I can adapt my speech to the context and/or task, showing an understanding of formal English when appropriate.
W.6.9.A	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics").	I can compare and contrast texts in different forms or genres in how they approach similar themes and topics.	W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.	I can use appropriate transitions to make clear the relationships among ideas and concepts.	L.6.1.E	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 recognize variations from standard English in mine and others' writing and speaking. I can identify and use strategies to improve my expression in conventional language.
W.6.9.B	Apply grade 6 Reading standards to literary nonfiction (e.g., "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").	I can trace and evaluate an argument and it's specific claims in a text. I can identify claims that are supported by reasons and evidence.	W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	I can use precise language and domain-specific vocabulary to inform about or explain the topic.	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.	I can determine or clarify the meaning of unknown and multiple-meaning words and phrases by choosing from a range of strategies.

L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can show my command of standard English grammar and usage when writing or speaking.	W.6.2.E	Establish and maintain a formal style.	I can use a formal style of writing.	L.6.4.A	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 as a clue to the meaning of a word or phrase.
L.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).	I can make sure that pronouns are in the proper case (subjective, objective, possessive).	W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.	I can provide a concluding statement or section that fits in with the information or explanation I presented.	L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
L.6.1.B	Use intensive pronouns (e.g., myself, ourselves).	I can use intensive pronouns (e.g. myself, ourselves).	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	I can produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	L.6.4.C	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 consult reference materials, both print and digital, to find the pronunciation of a word, determine its precise meaning, or identify its part of speech.
L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.*	I can recognize and correct inappropriate shifts in pronoun number and person.	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)	I can use guidance and support from my peers and adults to develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach.	L.6.4.D	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 verify my initial understanding of the meaning of a word or phrase (by checking the meaning in context or in a dictionary).
L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)*	I can recognize and correct vague pronouns.	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can draw evidence from literary or informational texts to support analysis, reflection, and research.		#/N/A	
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can show my command of standard English capitalization, punctuation, and spelling when writing.	W.6.9.A	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics").	I can compare and contrast texts in different forms or genres in how they approach similar themes and topics.		#/N/A	
L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	W.6.9.B	Apply grade 6 Reading standards to literary nonfiction (e.g., "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").	I can trace and evaluate an argument and it's specific claims in a text. I can identify claims that are supported by reasons and evidence.		#/N/A	
L.6.2.B	Spell correctly.	I can spell correctly.	SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	I can effectively engage in different collaborative discussions (one-on-one, groups, and teacher-led) with diverse partners. I can build on others ideas and express my own ideas clearly.		#/N/A	
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can use knowledge of language and its conventions when writing, speaking, reading, or listening.	SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	I can come to discussions prepared by having read or studied the required material. I can use that preparation by explicitly referring to evidence on the topic, text, or issue, and by reflecting on the ideas under discussion.		#/N/A	
L.6.3.A	Vary sentence patterns for meaning, reader/listener interest, and style.*	I can vary sentence patterns for meaning, reader/listener interest, and style.	SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	I can follow rules for discussions, set specific goals and deadlines, and define individual roles as needed.		#/N/A	
L.6.3.B	Maintain consistency in style and tone.*	I can maintain consistency in style and tone.	SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	I can pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		#/N/A	
			SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	I can review the key ideas expressed and demonstrate my understanding of different perspectives through reflection and paraphrasing.		#/N/A	
			L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can show my command of standard English grammar and usage when writing or speaking.		#/N/A	
			L.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).	I can make sure that pronouns are in the proper case (subjective, objective, possessive).		#/N/A	
			L.6.1.B	Use intensive pronouns (e.g., myself, ourselves).	I can use intensive pronouns (e.g. myself, ourselves).		#/N/A	
			L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.*	I can recognize and correct inappropriate shifts in pronoun number and person.		#/N/A	
			L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)*	I can recognize and correct vague pronouns.		#/N/A	
			L.6.1.E	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 recognize variations from standard English in mine and others' writing and speaking. I can identify and use strategies to improve my expression in conventional language.		#/N/A	
			L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can show my command of standard English capitalization, punctuation, and spelling when writing.		#/N/A	
			L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.		#/N/A	
			L.6.2.B	Spell correctly.	I can spell correctly.		#/N/A	
			L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I can show my understanding of figurative language, word relationships, and nuances in word meanings.		#/N/A	
			L.6.5.A	Interpret figures of speech (e.g., personification) in context.	I can interpret figures of speech (e.g. personification) in context.		#/N/A	
			L.6.5.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	I can use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		#/N/A	
			L.6.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrupulous, economical, unwholesome, thrifty).	I can recognize the differences among the connotations (associations) of words with similar denotations (definitions).		#/N/A	
Standards	Supporting Standards	I Can Statements	Standards	Supporting Standards	I Can Statements	Standards	Supporting Standards	I Can Statements
W.6.9.B	Apply grade 6 Reading standards to literary nonfiction (e.g., "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").	I can trace and evaluate an argument and it's specific claims in a text. I can identify claims that are supported by reasons and evidence.	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	I can analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can provide textual evidence that supports my analysis of what the text says explicitly. I can provide textual evidence that supports my inferences of the text.
W.6.9.A	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	I can compare and contrast texts in different forms or genres in how they approach similar themes and topics.	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	I can determine the meaning of words and phrases within a text. I can determine the figurative, connotative, and technical meaning of words.	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)	I can use guidance and support from my peers and adults to develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach.
W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.	I can provide a conclusion that fits with the narrated experiences or events.	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	I can use technology to produce and publish writing. I can use technology to interact and collaborate with others. I can demonstrate sufficient keyboarding skills to type a minimum of three pages in a single setting.	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. I can demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	I can use technology to produce and publish writing. I can use technology to interact and collaborate with others. I can demonstrate sufficient keyboarding skills to type a minimum of three pages in a single setting.
W.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	I can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	I can conduct short research projects to answer a question. I can draw on several sources and refocus the inquiry when needed.	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	I can write over extended time frames (research, reflection, and revision) and shorter time frames (single day or two) for a range of specific tasks, purposes, and audiences.
W.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	I can use a variety of transition words, phrases, and clauses to communicate sequence and signal when time frames or settings are shifting.	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	I can write over extended time frames (research, reflection, and revision) and shorter time frames (single day or two) for a range of specific tasks, purposes, and audiences.		#/N/A	#/N/A

W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	I can use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.	SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	I can interpret information presented in diverse media and formats. I can explain how it contributes to a topic, text, or issue.	#N/A	#N/A
W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.	I can provide a concluding statement or section that fits in with the information or explanation I presented.	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.	I can determine or clarify the meaning of unknown and multiple-meaning words and phrases by choosing from a range of strategies.	#N/A	#N/A
W.6.2.E	Establish and maintain a formal style.	I can use a formal style of writing.	L.6.4.A	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 as a clue to the meaning of a word or phrase.	#N/A	#N/A
W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	I can use precise language and domain-specific vocabulary to inform about or explain the topic.	L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	#N/A	#N/A
W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.	I can use appropriate transitions to make clear the relationships among ideas and concepts.	L.6.4.C	Consult general 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 consult reference materials, both print and digital, to find the pronunciation of a word, determine its precise meaning, or identify its part of speech.	#N/A	#N/A
W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	L.6.4.D	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 verify my initial understanding of the meaning of a word or phrase (by checking the meaning in context or in a dictionary).	#N/A	#N/A
W.6.2.A	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	I can introduce a topic, organize ideas, concepts, and information by using strategies such as definition, classification, comparison/contrast, and cause/effect. I can include formatting (e.g., headings), graphics (e.g., charts and tables), and multimedia when it will help comprehension.		#N/A	#N/A	#N/A	#N/A
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	I can write an informative text to examine a topic and communicate ideas, concepts, and information by choosing, organizing, and analyzing relevant content.		#N/A	#N/A	#N/A	#N/A
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	I can write over extended time frames (research, reflection, and revision) and shorter time frames (single day or two) for a range of specific tasks, purposes, and audiences.		#N/A	#N/A	#N/A	#N/A
SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	I can review the key ideas expressed and demonstrate my understanding of different perspectives through reflection and paraphrasing.		#N/A	#N/A	#N/A	#N/A
SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	I can pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		#N/A	#N/A	#N/A	#N/A
SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	I can follow rules for discussions, set specific goals and deadlines, and define individual roles as needed.		#N/A	#N/A	#N/A	#N/A
SL.6.1.A	Come to discussions prepared, having read or studied required material, explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	I can come to discussions prepared by having read or studied the required material. I can use that preparation by explicitly referring to evidence on the topic, text, or issue, and by reflecting on the ideas under discussion.		#N/A	#N/A	#N/A	#N/A
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	I can effectively engage in different collaborative discussions (one-on-one, groups, and teacher-led) with diverse partners. I can build on others ideas and express my own ideas clearly.		#N/A	#N/A	#N/A	#N/A
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	I can explain how an author develops the point of view of the narrator or speaker in a text.		#N/A	#N/A	#N/A	#N/A
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	I can determine the meaning of words and phrases within a text. I can determine the figurative and connotative meaning of words. I can analyze how a specific word choice impacts the meaning and the tone of a text.		#N/A	#N/A	#N/A	#N/A
RL.6.10	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.	By the end of the year, I can read and understand grade level literature.		#N/A	#N/A	#N/A	#N/A
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.	I can determine the theme or central idea of a text. I can understand how it is shown through particular details. I can provide a summary of the text without including personal opinions or judgement.		#N/A	#N/A	#N/A	#N/A
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, I can read and understand grade level nonfiction text.		#N/A	#N/A	#N/A	#N/A
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 learn and use academic and domain-specific words and phrases. I can gather vocabulary knowledge when a word or phrase is important to comprehension or expression.		#N/A	#N/A	#N/A	#N/A
L.6.4.D	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 verify my initial understanding of the meaning of a word or phrase (by checking the meaning in context or in a dictionary).		#N/A	#N/A	#N/A	#N/A
L.6.4.C	Consult general 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 consult reference materials, both print and digital, to find the pronunciation of a word, determine its precise meaning, or identify its part of speech.		#N/A	#N/A	#N/A	#N/A
L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.		#N/A	#N/A	#N/A	#N/A
L.6.4.A	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 as a clue to the meaning of a word or phrase.		#N/A	#N/A	#N/A	#N/A
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.	I can determine or clarify the meaning of unknown and multiple-meaning words and phrases by choosing from a range of strategies.		#N/A	#N/A	#N/A	#N/A
L.6.3.B	Maintain consistency in style and tone.*	I can maintain consistency in style and tone.		#N/A	#N/A	#N/A	#N/A
L.6.3.A	Vary sentence patterns for meaning, reader/listener interest, and style.*	I can vary sentence patterns for meaning, reader/listener interest, and style.		#N/A	#N/A	#N/A	#N/A
L.6.2.B	Spell correctly.	I can spell correctly.		#N/A	#N/A	#N/A	#N/A
L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.		#N/A	#N/A	#N/A	#N/A