	Year at a Glance: ELA (Grade 6) Student Learning O	Djective	es Clust	tered by	Unit					
OCUMENT KEY: WALT (That) indicates a concept. W	/ALT (To) indicates a skill. Focus - Explicit Instruction and Assessment		Ur Introdu	it 1 ction to	Unit 2 Reading and Analyzing Multiple			Unit 3 Analyzing Point of View and		Unit 4 Extended
Key	Revisited and Reinforced			al Writing	Info	ormational 7	Texts	Argum	entative	Sustained Research
	Not Addressed in the Unit							Wri	iting	Research
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	4 A
	READING LITERATURE			1			1			
	WALT citing is a specific way of guoting textual evidence (citations mention the				r – – – – – – – – – – – – – – – – – – –		1		1	
	source of quoted text).	1								l
	WALT there are different types of connections.	1								l
RL.6.1	WALT there are explicit and implicit meanings that can be drawn from a text.	1								
Cite textual evidence and make relevant connections to support	WALT relevant connections and text evidence are used to make inferences.	1								
analysis of what the text says explicitly as well as inferences drawn	WALT cite textual evidence to support analysis of what the text says explicitly.	1								
from the text.	WALT cite textual evidence to support analysis of inferences drawn from the text.	1								
	WALT make relevant connections to support analysis of what the text says explicit									
	WALT make relevant connections to support analysis of inferences drawn from the									
	WALT draw inferences from the text.	1								L
DI (A	WALT theme or central idea is conveyed through particular details in a text.	1								
RL.6.2 Determine a theme/central idea of a text and how it is conveyed	WALT summaries do not include personal opinions.	1								
hrough particular details; provide a summary of the text distinct from	WALT determine a theme or central idea of a text.	1								1
personal opinions or judgments.	WALT provide a summary distinct from personal opinions or judgments.	1								Í
	WALT the plot of a story or drama unfolds in a series of episodes (i.e. literary	1						1		
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of	WALT characters respond or change as the plot moves towards a resolution.	1								
episodes as well as how the characters respond or change as the plot	WALT describe how the story's or drama's plot unfolds in a series of episodes.	1								
moves toward a resolution.	WALT describe how the characters respond or change as the plot moves toward	1								
	WALT words have figurative meanings.	1								
	WALT words have connotative meanings.	2								
RL.6.4	WALT specific word choice in a text has an impact on meaning and tone.	1, 2								1
Determine the meaning of words and phrases as they are used in a text, ncluding figurative and connotative meanings; analyze the impact of a	WALT determine the meaning of words and phrases as used in a text.	1,2								
specific word choice on meaning and tone.	WALT determine the connotative meanings of words as used in a text.	1, 2								(
	WALT analyze the impact of word choice on meaning and tone.	1, 2								
		,								
	WALT authors make deliberate decisions to include particular sentences,	1								
RL.6.5	WALT analyze how a particular sentence, chapter, scene or stanza contributes to	2								
Analyze how a particular sentence, chapter, scene, or stanza fits into	WALT analyze how a particular sentence, chapter, scene, or stanza contributes	2								
he overall structure of a text and contributes to the development of the theme, setting, or plot.	WALT analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the plot.	2								
	WALT analyze how a particular sentence, chapter, scene, or stanza fits into the	3								
	WALT there are different points of view in a story or poem.	1								
RL.6.6	WALT an author develops the point of view of the narrator or speaker.	1								
Explain how an author develops the point of view of the narrator or	WALT explain how an author develops the point of view of the narrator in a text.	1								
speaker in a text.	WALT explain how an author develops the point of view of the speaker in a text.	1								
DI (7	WALT there is a difference between what readers "see" and "hear" when reading a story, drama, or poem and between what they perceive when listening to its	1								
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	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.	WALT 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.	1, 4				
RL.6.8 (Not applicable to literature)	Not applicable.	N/A				
RL.6.9 Compare, contrast, and reflect on (e.g. practical knowledge,	WALT different forms or genres approach similar themes and topics in similar and different ways.	2, 3				
historical/cultural context, and background knowledge) 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.	WALT compare, contrast, and reflect on texts in different forms or genres and how they approach similar themes and topics.	3				
RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	WALT read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above.	1, 3				
	READING INFORMATIONAL TEX	Т				
	WALT relevant connections and text evidence are used to make inferences	2, 3				
	WALT analysis is based on inferences made from text evidence and relevant connections.	2, 3				
RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn	WALT citing is one way of quoting textual evidence (citations mention the source of quoted text).	1, 3				
from the text.	WALT there are explicit and implicit meanings that can be drawn from a text.	1, 3				
	WALT cite text evidence to support analysis of text and inferences drawn.	2, 3				
	WALT to make relevant connections to support analysis of the text and inferences drawn.	2, 3				
R1.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal	WALT providing a summary is distinct from personal opinions or judgments.	1				
opinions or judgments.	WALT determine how a central idea is conveyed through particular details.	2				
	WALT a key individual is illustrated and elaborated in a text through examples or	2				
	WALT a key event is illustrated and elaborated in a text through examples or anec	2				
RL6.3	WALT a key idea is illustrated and elaborated in a text through examples or anecd	2				
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	WALT analyze how a key individual, is introduced, illustrated, and elaborated in a text through examples or anecdotes.	3, 4				
	WALT analyze how a key event is introduced, illustrated, and elaborated in a text through examples or anecdotes.	3, 4				
	WALT analyze how a key idea is introduced, illustrated, and elaborated in a text through examples or anecdotes.	3, 4				

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	WALT how words and phrases are used in a text determine its meaning.	1					
	WALT words and phrases have figurative meanings.	1					
	WALT words and phrases have connotative meanings.	1					
RI.6.4	WALT words and phrases have technical meanings.	1					
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	WALT determine the meaning of words and phrases as used in a text	2					
	WALT determine the technical meaning of words and phrases as used in a text.	2					
	WALT determine the figurative meaning of words and phrases as used in a text.	3, 4					
	WALT determine the connotative meaning of words and phrases as used in a text.	3, 4					
	WALT the structure of a text contributes to the overall development of ideas.	2					[
	WALT authors make decisions to include particular sentences, paragraphs,						
	chapters, and/or sections to contribute to the overall structure of a text.	2					
RI.6.5	WALT authors make decisions to include particular sentences, paragraphs, chapters, and/or sections to contribute to the overall development of ideas.	2					
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development	WALT analyze how a particular sentence fits into the overall structure of a text.	3					
of the ideas.	WALT analyze how a particular paragraph fits into the overall structure of a text.	3					
	WALT analyze how a particular chapter fits into the overall structure of a text.	3					
	WALT analyze how a particular section fits into the overall structure of a text.	3					
	WALT analyze how a particular sentence, paragraph, chapter, or section contributes to the development of ideas in a text.	3					
	WALT authors write for different purposes.	1					
	WALT an author's point of view is conveyed in a text.	1, 3					
RI.6.6	WALT determine an author's point of view.	2, 3					
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	WALT determine an author's purpose.	2, 3					
	WALT explain how author's point of view is conveyed	2					
	WALT explain how the author's purpose is conveyed	2					
	WALT information can be presented in different media or formats as well as words to develop an understanding of a topic or issue.	1, 4					
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent	WALT integrate information presented in different media or formats and in words to develop an understanding of a topic or issue.	1, 4					
understanding of a topic or issue.	WALT understanding of a topic or issue	4					
	an author makes specific claims in a text	3					
RI.6.8	arguments and claims are supported by reasons and evidence	3					
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from	trace argument and specific claims in a text	3, 4					
claims that are not.	evaluate an argument and its specific claims in a text	3, 4					
	distinguish claims that are supported by reasons and evidence from claims that	3,4					
RI.6.9 Compare, contrast and reflect on (e.g., practical knowledge, bistorical (autural context, and background knowledge) are author's	WALT one author's presentation of events may differ with that of another (e.g., memoir and biography).	1					

historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person.							
	WALT compare, contrast, and reflect on events presented by different authors through different texts.	2					
RI.6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	WALT read and comprehend literary nonfiction at grade-level text-complexity.	1, 2, 3, 4					
	WRITING			•	•		
W.6.1	WALT arguments and claims are supported by clear reasoning and relevant evider	3					
Write arguments to support claims with clear reasons and relevant evidence.	WALT write arguments to support claims with clear reasons and relevant evidence	3					
A. Introduce claim(s) and organize the reasons and evidence clearly.	WALT introduce claims in argumentative writing.	3					
cicariy.	WALT organize the reasons and evidence clearly in argumentative writing.	3					
W.6.1 Write arguments to support claims with clear reasons and	WALT support a claim(s) with clear reasoning and relevant evidence in argumentative writing.	3					
relevant evidence. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	WALT use credible sources to demonstrate an understanding of the topic or text in argumentative writing.	3					
W.6.1 Write arguments to support claims with clear reasons and	WALT use words, phrases, and clauses in argumentative writing.	3					
relevant evidence. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	WALT clarify the relationships among claim(s), reasons, and evidence in argumentative writing.	3					
W.6.1 Write arguments to support claims with clear reasons and	WALT writing can establish and maintain a formal style in argumentative writing.	3					
When arguments to support carnis with creat reasons and relevant evidence. D. Establish and maintain a formal/academic style, approach, and form.	WALT establish and maintain a formal style/academic style, approach, and form in argumentative writing.	3					
W.6.1 Write arguments to support claims with clear reasons and relevant evidence. E. Provide a concluding statement or section that follows from the argument presented.	WALT provide a concluding statement or section that follows from the argument presented.	3					
	WALT informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content	2					
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection,	WALT write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content.	2					
organization, and analysis of relevant content.	WALT write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content.	2					
W.6.2	WALT informative/explanatory writing has text structures when useful, (e.g., definition, classification, comparison/contrast, cause/effect, etc.).	2					
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, lysis of relevant content. A. Introduce a topic and organize ideas, concepts, and	WALT informative/explanatory writing has text features when useful, e.g., headings, graphics, and multimedia.	2					
A. Introduce a topic and organize lucas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding	WALT use text structures to organize ideas, concepts, and information in informative/explanatory writing when useful in aiding comprehension.	2					

comprehension.	WALT use text features to organize ideas, concepts, and information in informative/explanatory writing when useful in aiding comprehension.	2				
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, analysis of relevant content. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	WALT develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text.	2				
W.6.2 Write informative/explanatory texts to examine a topic and convey	WALT appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text.	2				
ideas, concepts, and information through the selection, analysis of relevant content.	WALT use appropriate transitions to create cohesion in informative/explanatory	2				
C. Use appropriate transitions to clarify the relationships among ideas and concepts.	WALT use appropriate transitions to clarify the relationships among ideas and concepts in informative/explanatory text.	2				
W.6.2 Write informative/explanatory texts to examine a topic and convey	WALT use precise language to inform about or explain the topic in informative/explanatory text.	2				
ideas, concepts, and information through the selection, analysis of relevant content. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	WALT use domain-specific vocabulary to inform about or explain the topic in informative/explanatory text.	2				
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, analysis of relevant content. E. Establish and maintain a formal/academic style, approach, and form.	WALT establish and maintain a formal/academic style, approach, and form in informative/explanatory text.	2				
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, analysis of relevant content. F. Provide a concluding statement or section that follows from the information or explanation presented.	WALT provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text.	2				
	WALT narratives use effective technique, relevant descriptive details, and well-	1				
W.6.3	WALT write narratives to develop real or imagined experiences or events using effective technique.	1				
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-	WALT use relevant descriptive details to create a narrative.	1				
A. Engage and orient the reader by establishing a context and	WALT use well-structured event sequences to create a narrative.	1				
introducing a narrator and/or characters; organize an event sequence	WALT engage and orient the reader by establishing a context in narrative writing.	1				
that unfolds naturally and logically.	WALT introduce a narrator and/or characters in narrative writing.	1				
	WALT organize an event sequence that unfolds naturally and logically in narrative writing.	1				
W.6.3 W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. B. Use narrative techniques, such as dialogue, pacing, and description,	WALT use narrative techniques (such as dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters in narrative writing.	1				

to develop experiences, events, and/or characters.									
		<u> </u>		i	<u> </u>	<u> </u>			
	WALT transition words, phrases, and clauses convey the sequence or signal shifts in narrative writing in narrative writing.	1							
	WALT transition words, phrases, and clauses show the relationship among experiences and events in narrative writing.	1							
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.	WALT use a variety of transition words, phrases, and clauses to convey sequence.	1							
	WALT use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in narrative writing.	1							
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. E. Provide a conclusion that follows from the narrated experiences or events.	WALT provide a conclusion that follows from the narrated experiences or events.	1							
	WALT writers use different voice and style according to task, purpose and audience.	1	 		1	1	r	,	
	WALT organize writing that is appropriate to task, purpose and addience.	1			+	+	┨────┤		
W.6.4	WALT develop writing that is appropriate to task, purpose and addience.	1	 		<u> </u>	<u> </u>			
Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose,	WALT produce clear and coherent writing with a voice that is appropriate to task, purpose, and audience.	3							
	WALT produce clear and coherent writing with a style that is appropriate to task, purpose, and audience.	3							
	WALT with some guidance and support from peers and adults, develop and strengthen writing by planning.	1							
	WALT with some guidance and support from peers and adults, develop and strengthen writing by revising.	1							
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,	WALT with some guidance and support from peers and adults, develop and strengthen writing by editing.	1							
	WALT with some guidance and support from peers and adults, develop and strengthen writing by rewriting.	1							
	WALT with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach.	1							
	WALT use technology, including the internet, to produce and publish writing.	1				T		,	
W.0.0 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate	WALT use technology, including the internet, to interact and collaborate with others to produce and publish writing.	1							
	WALT questions can be answered by conducting short research projects.	4							
	WALT inquiry may need to be refocused.	4		i	1	1			
W.6. 7	WALT conduct short research projects to answer a question.	4	<u> </u>	i	<u> </u>	+		├───┦	

several sources and refocusing the inquiry when appropriate.	WALT conduct short research projects drawing on several sources.	4				
	WALT refocus inquiry when appropriate.	4				
	WALT writers assess the credibility of each source.	3				
WZO	WALT plagiarism should be avoided when quoting or paraphrasing from a source.	3				
W.6.8 Gather relevant information from multiple print and digital sources;	WALT gather relevant information from multiple print and digital sources.	3				
assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing	WALT assess the credibility of each source.	4				
basic bibliographic information for sources.	WALT quote or paraphrase the data and conclusions of others to avoid plagiarism.	4				
	WALT provide basic bibliographic information for sources.	4				
	WALT draw evidence from informational texts to support analysis, reflection, and research	2, 3				
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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").	WALT draw evidence from informational texts to support analysis, reflection, and research by applying non-fiction reading standards to writing.	2				
W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day	WALT write routinely over extended time frames (time for research, reflection, metacognition/self correction and revision) for a range of discipline-specific tasks, purposes, and audiences.	1, 4				
or two) for a range of discipline-specific tasks, purposes, and audience)	WALT write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	1, 4				
	SPEAKING and LISTENING					
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-ed) with diverse partners on grade 6 topics,	WALT engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on <i>grade 6 topics, texts</i> , and issue building on others' ideas and expressing their own clearly					
texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required	WALT building on others' ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions	1				
material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	WALT come to discussions prepared, having read or studied required material	1				
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-ed) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own	WALT following rules for collegial discussions helps us engage in collaborative discussion	1				
 texts, and issues, oundang on onlets nearly and expressing iner own clearly. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 	WALT defining individual roles as needed helps us engage in collaborative discussion	1				
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-ed) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	WALT posing and responding to questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion helps us engage in collaborative discussion	1				

	WALT reviewing the key ideas expressed and demonstrating understanding of WALT reviwing the key ideas expressed and demonstrating understanding of multiple perspectives through reflection and paraphrasing helps us engage in collaborative discussion	1				
	WALT information in diverse media and formats can be interpreted	2				
SL.6.2	WALT information in diverse media contributes to a topic, text, or issue under study	2				
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and esplain how it contributes to a topic, text, or issue under study.	WALT interpret information presented in diverse media and format	2				
	WALT explain how information presented diverse media and formats contributes to a topic, text, or issue under study	3				
	WALT claims need to be supported by reasons and evidence	3				
SL.6.3 Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	WALT deconstruct a speaker's argument	3				
	WALT distinguish claims that are supported by reasons and evidence from those that are not	3				
	WALT eye contact, adequate volume and clear pronunciation are appropriate speaking behaviors	2				
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 speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	WALT present claims and findings	2				
	WALT sequence ideas logically	2				
	WALT information can be clarified by including multimedia components and visual displays in presentation	2				
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	WALT speakers adapt their speech appropriate to a task and situation	1, 2				
	LANGUAGE					

WALT the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking.	1								
WALT demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1								
WALT recognize variations from standard English in their own and others' writing and	1								
WALT identify and use strategies to improve expression in conventional language.	1								
WALT ensure that pronouns are in the proper case (subjective, objective, possessive).	1								
WALT use intensive pronouns (e.g., myself, ourselves).	1								
WALT recognize and correct inappropriate shifts in pronoun number and person.	1								
WALT recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	1								
WALT following capitalization, punctuation and spelling rules when writing help	1								
WALT demonstrate command of the conventions of standard English	1								
WALT use punctuation to set off nonrestrictive/parenthetical elements.	1								
WALT spell correctly.	1								
WALT varying sentence patterns impacts meaning, interest, style and voice.	1, 2								
WALT vary sentence patterns for reading/listener interest	2, 3								
WALT vary sentence patterns for style/voice	2, 3								
WALT vary sentence patterns for meaning (syntax)	3								
WALT be consistent in style and tone.	1								
	communicate ideas effectively when writing or speaking. WALT demonstrate command of the conventions of standard English grammar and usage when writing or speaking. WALT recognize variations from standard English in their own and others' writing and WALT identify and use strategies to improve expression in conventional language. WALT ensure that pronouns are in the proper case (subjective, objective, possessive). WALT use intensive pronouns (e.g., myself, ourselves). WALT recognize and correct inappropriate shifts in pronoun number and person. WALT recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). WALT following capitalization, punctuation and spelling rules when writing help us demonstrate that we have command of the conventions of standard English. WALT use punctuation (commas, parentheses, dashes), and spelling when WALT use punctuation to set off nonrestrictive/parenthetical elements. WALT spell correctly. WALT spell correctly. WALT vary sentence patterns for reading/listener interest WALT vary sentence patterns for reading/listener interest WALT vary sentence patterns for meaning (syntax)	communicate ideas effectively when writing or speaking. 1 WALT demonstrate command of the conventions of standard English grammar and usage 1 WALT demonstrate command of the conventions of standard English grammar and usage 1 WALT recognize variations from standard English in their own and others' writing and 1 WALT ensure that pronouns are in the proper case (subjective, objective, possessive). 1 WALT use intensive pronouns (e.g., myself, ourselves). 1 WALT recognize and correct inappropriate shifts in pronoun number and person. 1 WALT recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 1 WALT following capitalization, punctuation and spelling rules when writing help. 1 WALT following capitalization, punctuation and spelling rules when writing help. 1 WALT demonstrate command of the conventions of standard English. 1 WALT demonstrate that we have command of the conventions of standard English. 1 WALT spell correctly. 1 WALT spell correctly. 1 WALT spell correctly. 1 WALT systence patterns impacts meaning, interest, style and voice. 1, 2 WALT systence patterns for reading/listener interest 2, 3 WALT vary sentence patterns for m	communicate ideas effectively when writing or speaking. 1 WALT demonstrate command of the conventions of standard English grammar and usage 1 WALT recognize variations from standard English in their own and others' writing and 1 WALT identify and use strategies to improve expression in conventional language. 1 WALT ensure that pronouns are in the proper case (subjective, objective, possessive). 1 WALT use intensive pronouns (e.g., myself, ourselves). 1 WALT recognize and correct inappropriate shifts in pronoun number and person. 1 WALT recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 1 WALT fecognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 1 WALT demonstrate that we have command of the conventions of standard English and English appendix on the proper case (subjective/parenthetical elements. 1 WALT demonstrate to off nonrestrictive/parenthetical elements. 1 WALT waying sentence patterns impacts meaning, interest, style and voice. 1, 2 WALT vary sentence patterns for meaning (syntax) 3	communicate ideas effectively when writing or speaking. 1 1 1 WALT demonstrate command of the conventions of standard English grammar and usage 1 1 WALT recognize variations from standard English in their own and others' writing and 1 1 WALT denotify and use strategies to improve expression in conventional language. 1 1 WALT ensure that pronouns are in the proper case (subjective, objective, possessive). 1 1 WALT use intensive pronouns (e.g., myself, ourselves). 1 1 WALT recognize and correct inappropriate shifts in pronoun number and person. 1 1 WALT fecognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 1 1 WALT following capitalization, punctuation and spelling rules when writing help us demonstrate that we have command of the conventions of standard English. 1 1 WALT following capitalization, punctuation and spelling rules when writing help us demonstrate command of the conventions of standard English. 1 1 WALT use punctuation to set off nonrestrictive/parenthetical elements. 1 1 1 WALT appell correctly. 1 1 1 1 WALT spell correctly. 1 2 1 1 <	communicate ideas effectively when writing or speaking. 1	wall demonstrate detailed effectively when writing or speaking. 1 <t< td=""><td>communicate ideas effectively when writing or speaking. 1 1 WALT demonstrate command of the conventions of standard English grammar and usage how writing or speaking. 1 1 WALT demonstrate command of the conventions of standard English grammar and usage how writing or speaking. 1 1 WALT recognize variations from standard English in 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WALT the meaning of unknown or multiple-meaning words can be determined through consulting different materials.	1, 2								
WALT 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.	2								
WALT use content (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.	1								
WALT 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>).	2								
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WALT 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.	2								
WALT words carry different meanings depending on how they are used.	1								
WALT demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	2								
WALT use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	2								
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L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy; scrimping, economical, unwasteful, thrifty).	WALT distinguish between the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).	3				
L.6.6	WALT vocabulary knowledge is important to comprehension.	1				
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).	WALT acquire and use accurately grade-appropriate genetal academic and domain- specific tasks, purposes, and audiences.	4				
* <i>'</i>	WALT gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	4				