

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)	<i>Not applicable.</i>	N/A								
RL.6.9 Compare, contrast, and reflect on (e.g. practical knowledge, 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 different forms or genres approach similar themes and topics in similar and different ways.	2, 3								
	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 TEXT										
RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	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								
	WALT citing is one way of quoting textual evidence (citations mention the source of quoted text).	1, 3								
	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								
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.	WALT providing a summary is distinct from personal opinions or judgments.	1								
	WALT determine how a central idea is conveyed through particular details.	2								
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).	WALT a key individual is illustrated and elaborated in a text through examples or anecdotes.	2								
	WALT a key event is illustrated and elaborated in a text through examples or anecdotes.	2								
	WALT a key idea is illustrated and elaborated in a text through examples or anecdotes.	2								
	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								

readings, graphics, and multimedia) when useful to aiding 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 ideas, concepts, and information through the selection, analysis of relevant content. C. Use appropriate transitions to clarify the relationships among ideas and concepts.	WALT appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text.	2								
	WALT use appropriate transitions to create cohesion in informative/explanatory text.	2								
	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 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 precise language to inform about or explain the topic in informative/explanatory text.	2								
	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								
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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.	WALT narratives use effective technique, relevant descriptive details, and well-structured event sequences.	1								
	WALT write narratives to develop real or imagined experiences or events using effective technique.	1								
	WALT use relevant descriptive details to create a narrative.	1								
	WALT use well-structured event sequences to create a narrative.	1								
	WALT engage and orient the reader by establishing a context in narrative writing.	1								
	WALT introduce a narrator and/or characters 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. B. Use narrative techniques, such as dialogue, pacing, and description,	WALT organize an event sequence that unfolds naturally and logically in narrative writing.	1								
	WALT use narrative techniques (such as dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters in narrative writing.	1								

<p>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. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	WALT reviewing the key ideas expressed and demonstrating understanding of	1								
	WALT reviewing the key ideas expressed and demonstrating understanding of multiple perspectives through reflection and paraphrasing helps us engage in collaborative discussion	1								
<p>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.</p>	WALT information in diverse media and formats can be interpreted	2								
	WALT information in diverse media contributes to a topic, text, or issue under study	2								
	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								
<p>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.</p>	WALT claims need to be supported by reasons and evidence	3								
	WALT deconstruct a speaker's argument	3								
	WALT distinguish claims that are supported by reasons and evidence from those that are not	3								
<p>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).</p>	WALT eye contact, adequate volume and clear pronunciation are appropriate speaking behaviors	2								
	WALT present claims and findings	2								
	WALT sequence ideas logically	2								
<p>SL.6.5 Include multimedia components (e.g., graphs, images, music, sound) and visual displays in presentations to clarify information</p>	WALT information can be clarified by including multimedia components and visual displays in presentation	2								
<p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	WALT speakers adapt their speech appropriate to a task and situation	1, 2								

LANGUAGE

<p>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.</p>	WALT the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence.	1, 2							
	WALT the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots.	1, 2							
	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							
<p>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. 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.</p>	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							
<p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing from a range of strategies. B. 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>).</p>	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							
<p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing from a range of strategies. 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.</p>	WALT 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.	2							
<p>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. 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).</p>	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							
<p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context.</p>	WALT words carry different meanings depending on how they are used.	1							
<p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	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							

<p>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., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>WALT distinguish between the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>3</p>								
<p>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).</p>	<p>WALT vocabulary knowledge is important to comprehension.</p>	<p>1</p>								
	<p>WALT acquire and use accurately grade-appropriate general academic and domain-specific tasks, purposes, and audiences.</p>	<p>4</p>								
	<p>WALT gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>4</p>								