Dynamic Pacing Guide
Sixth Grade ELA

MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
	First Nine Weeks	
1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi**-, com-, ex-, il-, mid-, under-, sub-**, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, **-ance, -ence, -ive, -en**) to determine the meaning of multi-syllabic words. (DOK 2)	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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). 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. 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).	✓ L.6.4.b.1 Use grade appropriate affixes and root words to understand the meaning of the word. + L.6.4.a.1 Use context clues to help reader understand unknown/unfamiliar multiple-meaning words or phrases. + L.6.4.c.1 Refer to reference materials both print and digital to find the pronunciation, meaning and/or part of speech. + L.6.4.d.1 Use reference materials to determine if the inferred meaning of a word is used correctly in context.
	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.	+ L.6.6.1 Produce and use grade appropriate academic (Tier 2) and domain (Tier 3) words and phrases. + L.6.6.2 Expand on vocabulary knowledge when contemplating the word or phrase that relates to comprehension or expression.

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1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)	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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). 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. 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).	✓ L.6.4.a.1 Use context clues to help reader understand unknown/unfamiliar multiple-meaning words or phrases. ✓ L.6.4.b.1 Use grade appropriate affixes and root words to understand the meaning of the word. + L.6.4.c.1 Refer to reference materials both print and digital to find the pronunciation, meaning and/or part of speech. + L.6.4.d.1 Use reference materials to determine if the inferred meaning of a word is used correctly in context.
	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. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	✓ L.6.5.a.1 Analyze context to determine meaning of figurative language. ✓ L.6.5.b.1 Identify relationships between two words. ✓ L.6.5.b.2 Use that relationship to define the words. ➢ L.6.5.c.1 Differentiate between the positive, negative or neutral associations (nuances) among words with similar meanings.
	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.	+ L.6.6.1 Produce and use grade appropriate academic (Tier 2) and domain (Tier 3) words and phrases. + L.6.6.2 Expand on vocabulary knowledge when contemplating the word or phrase that relates to comprehension or expression.

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1c. The student will **use** grade-level appropriate synonyms, antonyms, and homonyms. (DOK 2)	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. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	✓ L.6.5.b.1 Identify relationships between two words. ✓ L.6.5.b.2 Use that relationship to define the words. + L.6.5.a.1 Analyze context to determine meaning of figurative language. ➢ L.6.5.c.1 Differentiate between the positive, negative or neutral associations (nuances) among words with similar meanings.
1d. The student will use context clues to **determine** the meanings of unfamiliar **or multiple meaning words**. (DOK 2)	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.	✓ RL.6.4.1 Use context clues to determine the meaning of words and phrases. + RL.6.4.2 Identify figurative language. + RL.6.4.3 Examine and explain the author's choice of specific words and the impact on the meaning of the text. + RL.6.4.4 Examine and explain the author's choice of specific words and the impact on the tone of the passage. ➢ RL.6.4.5 Identify words with different connotative meanings. ➢ RL.6.4.6 Explain how the connotations impact the meaning of the text.
	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	✓ RI.6.4.1 Use context clues to determine the meaning of words and phrases. + RI.6.4.2 Identify figurative language. + RI.6.4.3 Examine and explain how the figurative language impacts the meaning of the text. ➢ RI.6.4.4 Identify words with different connotative meanings. ➢ RI.6.4.5 Explain how the connotations impact the meaning of the text. ➢ RI.6.4.6 Identify words with technical meanings. ➢ RI.6.4.7 Explain how the technical meanings impact the text.

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	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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). 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. 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).	✓ L.6.4.a.1 Use context clues to help reader understand unknown/unfamiliar multiple-meaning words or phrases. ✓ L.6.4.b.1 Use grade appropriate affixes and root words to understand the meaning of the word. + L.6.4.c.1 Refer to reference materials both print and digital to find the pronunciation, meaning and/or part of speech. + L.6.4.d.1 Use reference materials to determine if the inferred meaning of a word is used correctly in context.
1g. The student will **analyze and evaluate vocabulary usage based on appropriateness for context and purpose** (e.g., formal and informal language). (DOK 3)	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	+ SL.6.6.1 Use proper grammar when writing, speaking, reading or listening, when indicated or appropriate.
	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.	+ L.6.6.1 Produce and use grade appropriate academic (Tier 2) and domain (Tier 3) words and phrases. + L.6.6.2 Expand on vocabulary knowledge when contemplating the word or phrase that relates to comprehension or expression.

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2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, **gain information from**, interpret, **respond to**, or analyze text. (DOK 2) 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull-down menus, key word searches, etc. 2) Parts of a book – title page, table of contents, glossary, index, appendix, footnotes, etc…		
2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, **gain information from**, interpret, **respond to**, or analyze text. (DOK 2) 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.	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.	✓ RL.6.5.1 Identify how the texts are written (scenes, chapters, stanzas). ➤ RL.6.5.2 Analyze how the structure of the text contributes to the development of the theme. ➤ RL.6.5.3 Analyze how the structure of the text contributes to the development of the setting. ➤ RL.6.5.4 Analyze how the structure of the text contributes to the development of the plot. ➤ RL.6.5.5 Analyze how an important scene within a text changes the plot.
	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.	+ RI.6.5.1 Analyze the text for key sentences, paragraphs, chapters, or sections. + RI.6.5.2 Explain why a specific sentence, paragraph, chapter, or section is important to the development of ideas within the text
2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)	W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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". 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").	✓ W.6.9.a.2 Use literature text to cite text evidence. ✓ W.6.9.b.1 Use informational text to cite text evidence. + W.6.9.a.1 Identify differences between literary and informational texts. + W.6.9.a.3 Write an analysis and a reflection of a literary text. (with RL.6.1) + W.6.9.b.2 Write an analysis and a reflection of an informational text.(with RI.6.1) ➤ W.6.9.b.3 Evaluate validity of key details that support claims.

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	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	+ SL.6.1.a.1 Come to class prepared to discuss the topic, text or issue. + SL.6.1.a.2 Participate in teacher-led and partner discussions. + SL.6.1.b.1 Actively listen and demonstrate respect for each other's viewpoints. + SL.6.1.a.3 Provide evidence from observations and/or readings (visual and audio) to support and reflect on ideas discussed. + SL.6.1.c.1 Defend and support comments on an issue presented. ➢ SL.6.1.b.2 Organize individual goals and deadlines. ➢ SL.6.1.b.3 Define my individual role in a collaborative group. ➢ SL.6.1.b.4 Utilize rubrics designed to assess speaking and listening. ➢ SL.6.1.d.1 Relate ideas by writing reflections and summaries.
2b.The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) 1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓ RL.6.1.1 Identify and describe story elements, including conflict and resolution. ✓ RL.6.1.2 Infer evidence from the text through personal experiences, background knowledge, and information implied in the text. + RL.6.1.3 Interpret varied meanings of a selected passage implied in the text. + RL.6.1.4 In writing or discussion, justify the inference by citing the line in the text that proves my finding.
	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.	✓ RL.6.2.1 Recognize the theme or central idea of a text. ✓ RL.6.2.2 Locate details from the text that support the theme or central idea of the text. + RL.6.2.3 Summarize the text objectively by combining theme/central idea and details located in the text.
	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓ RI.6.1.1 Infer evidence from the text through personal experiences, background knowledge, and information implied in the text. + RI.6.1.2 Interpret varied meanings of a selected text. + RI.6.1.3 In writing or discussion, justify the inference by citing the line in the text that proves my finding.

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	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.	+ RL.6.9.1 Identify different types of genres. ➢ RL.6.9.2 Compare and contrast texts with similar themes in different genres.
	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.	✓ RI.6.2.1 Recognize the theme or central idea of a text. ✓ RI.6.2.2 Locate details from the text that support the theme or central idea of the text. + RI.6.2.3 Summarize the text objectively by combining the theme/central idea and details located in the text.
2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)	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.	✓ RL.6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RL.6.10.2 Read and comprehend literature (stories, dramas, and poems) with increasing text complexity and proficiency. + RL.6.10.3 Read closer to the low-end range of the Lexile score 925-1185 with scaffolding as needed at the high-end range.
	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).	+ RI.6.9.1 Identify key events in two different texts by the same author. ➢ RI.6.9.2 Compare and contrast key events using text-to-text connections to identify the different authors' perspectives.
	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.	✓ RI.6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RI.6.10.2 Read and comprehend literature (literary non-fiction) with increasing text complexity and proficiency. + RI.6.10.3 Read closer to the low-end range of the Lexile score 925-1185 with scaffolding as needed at the high-end range.
	W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). 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").	✓ W.6.9.a.1 Identify differences between literary and informational texts. ✓ W.6.9.a.2 Use literature text to cite text evidence. ✓ W.6.9.b1 Use informational text to cite text evidence. + W.6.9.a.3 Write an analysis and a reflection of a literary text. (with RL.6.1) + W.6.9.b.2 Write an analysis and a reflection of an informational text.(with RI.6.1) ➢ W.6.9.b.3 Evaluate validity of key details that support claims.

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2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)	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.	✓ RL.6.3.1 Identify story elements/plot within a variety of texts. ✓ RL.6.3.2 Describe development of the plot through a series of episodes. + RL.6.3.3 Analyze how characters react or change to the overall momentum of the plot as the problem is resolved.
	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.	✓ RL.6.5.1 Identify how the texts are written. (scenes, chapters, stanzas) ✓ RL.6.5.2 Analyze how the structure of the text contributes to the development of the theme. ✓ RL.6.5.3 Analyze how the structure of the text contributes to the development of the setting. ✓ RL.6.5.4 Analyze how the structure of the text contributes to the development of the plot. ➢ RL.6.5.5 Analyze how an important scene within a text changes the plot.
	RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	✓ RL.6.6.1 Identify the points-of-view from the text. ✓ RL.6.6.2 Infer the author's purpose in the text. + RL.6.6.3 Give specific details from the text that trace the development of the narrator's or speaker's point-of-view. + RL.6.6.4 Support the author's purpose with specific details.
	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).	✓ RI.6.3.1 Identify a key individual, an event, or an idea in a text. + RI.6.3.2 Select specific examples or anecdotes on how the key individual, event, or idea is introduced. + RI.6.3.3 Select specific examples or anecdotes on how the key individual, event, or idea is illustrated. + RI.6.3.4 Select specific examples or anecdotes on how the key individual, event, or idea is elaborated. ➢ RI.6.3.5 Determine the supporting details from the non-supporting details.
	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	✓ RI.6.6.1 Identify the author's purpose in a text. ✓ RI.6.6.2 Give specific details from the text that explain how the author's purpose is shown throughout the text. + RI.6.6.3 Identify the points-of-view from the text. + RI.6.6.4 Give specific details from the text that trace the development of the narrator's or speaker's point-of-view.
2e. The student will identify and **analyze** facts, opinions, or tools of persuasion in written and **visual texts**. (DOK 2) 1) **Analyze use of** and distinguish between fact and opinion.	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.	+ RI.6.8.1 Identify specific claims or arguments in a text. + RI.6.8.2 Identify sufficient evidence to support specific claims. ➢ RI.6.8.3 Outline and judge claims based on sufficient evidence found in the text.

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	W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). 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").	✓ W.6.9.a.1 Identify differences between literary and informational texts. ✓ W.6.9.a.2 Use literature text to cite text evidence. ✓ W.6.9.b.1 Use informational text to cite text evidence. + W.6.9.a.3 Write an analysis and a reflection of a literary text. (with RL.6.1) + W.6.9.b.2 Write an analysis and a reflection of an informational text.(with RI.6.1) ➢ W.6.9.b.3 Evaluate validity of key details that support claims
3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3) 1) Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). 2) Drafting • Draft with increasing fluency. 3) Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric. 4) Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 5) Publishing/Sharing • Share writing with others formally and informally using a variety of media.	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.)	+ W.6.4.1 Decide on purpose and determine an audience. + W.6.4.2 Organize writing in a clear and coherent way for the specific task. + W.6.4.3 Produce a writing that is easy to follow and understand.

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	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.	+ W.6.5.1 Make my writing stronger and better with help from my peers and my teacher by using the writing process. + W.6.5.2 Make my writing stronger and better by writing parts of it in a new way. + W.6.5.3 Utilize a checklist to develop and strengthen my writing.
	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.	+ W.6.10.1 Routinely write for a specific reason and audience. ➢ W.6.10.2 Produce writing over both extended and short time frames.
	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	+ L.6.3.a.1 Utilize various sentence patterns to make my meaning clear and my writing interesting for the reader and/or listener. + L.6.3.a.2 Utilize various sentence patterns and maintain consistency for different styles of writing. + L.6.3.b.1 Utilize precise wording to maintain consistency in tone.
	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.	+ W.6.6.1 Utilize a checklist to review peer's papers. ➢ W.6.6.2 Utilize technology, including the Internet, to produce and publish writing. ➢ W.6.6.3 Utilize technology, including the Internet, to interact and collaborate with others, including peer editing. ➢ W.6.6.4 Utilize technology to type three pages in a single sitting.

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3c. The student will compose narrative text **utilizing effective organization** and **vivid word choice containing multiple events** with specific details. (DOK 3) 1) Stories or retellings 2) Narrative poems 3) PowerPoint presentations 4) Plays 5) Biographies and autobiographies 6) Video narratives	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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrative experiences or events.	✓ W.6.3.a.1 Review effective narrative writing. ✓ W.6.3.a.2 Brainstorm ideas. ✓ W.6.3.a.3 Introduce narrator and/or characters and the events in a real or an imaginary story. ✓ W.6.3.a.4 Order events in a coherent order to maintain elements of plot. ✓ W.6.3.c.1 Use transitional words to convey the sequence of events and shifts in setting or time frames. ✓ W.6.3.d.1 Use exact words and phrases, descriptive details, and sensory language to create an interesting story. ✓ W.6.3.e.1 Provide a conclusion that ends the narrative with a resolution. + W.6.3.b.1 Include dialogue, pacing, and descriptive details to develop the narrative.
	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.	+ SL.6.4.1 Speak distinctly using appropriate voice level and eye contact during an oral presentation. + SL.6.4.2 Relate the facts, descriptions, and details to justify main ideas and themes. ➢ SL.6.4.3 Present claims and findings in a logical order.

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4a. The student will apply Standard English grammar to compose or edit. (DOK 1) 1) Nouns (e.g., singular, plural [including irregular forms], common proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; **direct and indirect objects**) 5) Articles; subordinating/ coordinating conjunctions 6) Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives) 8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, interrogative, **indefinite, relative**) 9) Pronoun-antecedent agreement (number and gender)	L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself, ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* 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.*	✓ L.6.1.a.1 Identify subjective, objective, and possessive pronouns. ✓ L.6.1.a.2 Write to show proper case of pronouns. ✓ L.6.1.c.1 Correct inappropriate usage of pronouns in number and person. ✓ L.6.1.d.1 Review antecedents. + L.6.1.b.1 Identify and demonstrate proper use of intensive pronouns. + L.6.1.e.1 Critique self/peers' writing/speaking by using strategies to revise appropriate language. ➢ L.6.1.c.2 Identify inappropriate shifts in pronoun number and person. ➢ L.6.1.d.2 Modify vague pronouns used in speaking or writing.
4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) 10) Spell words commonly found in **sixth** grade level text.	L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	✓ L.6.2.b.1 Spell correctly. + L.6.2.a.1 Review correct usage of commas. ➢ L.6.2.a.2 Review correct usage of parentheses and dashes. ➢ L.6.2.a.3 Differentiate between nonrestrictive and parenthetical elements. ➢ L.6.2.a.4 Use punctuation to set off nonrestrictive/parenthetical elements.
4c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2) 4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, **adjective clauses, and adverb clauses.** 5) Compose sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, **adjective clauses, and adverb clauses.**	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	+ L.6.3.a.1 Utilize various sentence patterns to make my meaning clear and my writing interesting for the reader and/or listener. + L.6.3.a.2 Utilize various sentence patterns and maintain consistency for different styles of writing. + L.6.3.b.1 Utilize precise wording to maintain consistency in tone.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
Second Nine Weeks		
1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)	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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). 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. 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).	✓ L.6.4.a.1 Use context clues to help reader understand unknown/unfamiliar multiple-meaning words or phrases. ✓ L.6.4.b.1 Use grade appropriate affixes and root words to understand the meaning of the word. + L.6.4.c.1 Refer to reference materials both print and digital to find the pronunciation, meaning and/or part of speech. + L.6.4.d.1 Use reference materials to determine if the inferred meaning of a word is used correctly in context.
	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. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	✓ L.6.5.a.1 Analyze context to determine meaning of figurative language. ✓ L.6.5.b.1 Identify relationships between two words. ✓ L.6.5.b.2 Use that relationship to define the words. ➢ L.6.5.c.1 Differentiate between the positive, negative or neutral associations (nuances) among words with similar meanings.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
	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.	+ L.6.6.1 Produce and use grade appropriate academic (Tier 2) and domain (Tier 3) words and phrases. + L.6.6.2 Expand on vocabulary knowledge when contemplating the word or phrase that relates to comprehension or expression.
1c. The student will **use** grade-level appropriate synonyms, antonyms, and homonyms. (DOK 2)	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. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	✓ L.6.5.b.1 Identify relationships between two words. ✓ L.6.5.b.2 Use that relationship to define the words. + L.6.5.a.1 Analyze context to determine meaning of figurative language. ➢ L.6.5.c.1 Differentiate between the positive, negative or neutral associations (nuances) among words with similar meanings.
1d. The student will use context clues to **determine** the meanings of unfamiliar **or multiple meaning words**. (DOK 2)	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.	✓ RL.6.4.1 Use context clues to determine the meaning of words and phrases. + RL.6.4.2 Identify figurative language. + RL.6.4.3 Examine and explain the author's choice of specific words and the impact on the meaning of the text. + RL.6.4.4 Examine and explain the author's choice of specific words and the impact on the tone of the passage. ➢ RL.6.4.5 Identify words with different connotative meanings. ➢ RL.6.4.6 Explain how the connotations impact the meaning of the text.
	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning.	✓ RI.6.4.1 Use context clues to determine the meaning of words and phrases. + RI.6.4.2 Identify figurative language. + RI.6.4.3 Examine and explain how the figurative language impacts the meaning of the text. ➢ RI.6.4.4 Identify words with different connotative meanings. ➢ RI.6.4.5 Explain how the connotations impact the meaning of the text. ➢ RI.6.4.6 Identify words with technical meanings. ➢ RI.6.4.7 Explain how the technical meanings impact the text.

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	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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). 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. 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).	✓ L.6.4.a.1 Use context clues to help reader understand unknown/unfamiliar multiple-meaning words or phrases. ✓ L.6.4.b.1 Use grade appropriate affixes and root words to understand the meaning of the word. + L.6.4.c.1 Refer to reference materials both print and digital to find the pronunciation, meaning and/or part of speech. + L.6.4.d.1 Use reference materials to determine if the inferred meaning of a word is used correctly in context.
1e. The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to communicate. (DOK 2)	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.	✓ RL.6.4.1 Use context clues to determine the meaning of words and phrases. + RL.6.4.2 Identify figurative language. + RL.6.4.3 Examine and explain the author's choice of specific words and the impact on the meaning of the text. + RL.6.4.4 Examine and explain the author's choice of specific words and the impact on the tone of the passage. ➢ RL.6.4.5 Identify words with different connotative meanings. ➢ RL.6.4.6 Explain how the connotations impact the meaning of the text.
	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	✓ RI.6.4.1 Use context clues to determine the meaning of words and phrases. + RI.6.4.2 Identify figurative language. + RI.6.4.3 Examine and explain how the figurative language impacts the meaning of the text. ➢ RI.6.4.4 Identify words with different connotative meanings. ➢ RI.6.4.5 Explain how the connotations impact the meaning of the text. ➢ RI.6.4.6 Identify words with technical meanings. ➢ RI.6.4.7 Explain how the technical meanings impact the text.

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MS Objective	CCSS Standard	I Can Statements
		✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
	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. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	✓ L.6.5.a.1 Analyze context to determine meaning of figurative language. ✓ L.6.5.b.1 Identify relationships between two words. ✓ L.6.5.b.2 Use that relationship to define the words. ➤ L.6.5.c.1 Differentiate between the positive, negative or neutral associations (nuances) among words with similar meanings.
1g. The student will **analyze and evaluate vocabulary usage based on appropriateness for context and purpose** (e.g., formal and informal language). (DOK 3)	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓ SL.6.6.1 Use proper grammar when writing, speaking, reading or listening, when indicated or appropriate.
	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.	+ L.6.6.1 Produce and use grade appropriate academic (Tier 2) and domain (Tier 3) words and phrases. + L.6.6.2 Expand on vocabulary knowledge when contemplating the word or phrase that relates to comprehension or expression.
2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2) 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.	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.	✓ RL.6.5.1 Identify how the texts are written. (scenes, chapters, stanzas) ✓ RL.6.5.2 Analyze how the structure of the text contributes to the development of the theme. ✓ RL.6.5.3 Analyze how the structure of the text contributes to the development of the setting. ✓ RL.6.5.4 Analyze how the structure of the text contributes to the development of the plot. ➤ RL.6.5.5 Analyze how an important scene within a text changes the plot.
	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.	+ RI.6.5.1 Analyze the text for key sentences, paragraphs, chapters, or sections. + RI.6.5.2 Explain why a specific sentence, paragraph, chapter, or section is important to the development of ideas within the text

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2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)	W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). 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").	✓ W.6.9.a.1 Identify differences between literary and informational texts. ✓ W.6.9.a.2 Use literature text to cite text evidence. ✓ W.6.9.b.1 Use informational text to cite text evidence. + W.6.9.a.3 Write an analysis and a reflection of a literary text. (with RL.6.1) + W.6.9.b.2 Write an analysis and a reflection of an informational text.(with RI.6.1) ➢ W.6.9.b.3 Evaluate validity of key details that support claims.
	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✓ SL.6.1.a.1 Come to class prepared to discuss the topic, text or issue. ✓ SL.6.1.a.2 Participate in teacher-led and partner discussions. ✓ SL.6.1.b.1 Actively listen and demonstrate respect for each other's viewpoints. + SL.6.1.a.3 Provide evidence from observations and/or readings (visual and audio) to support and reflect on ideas discussed. + SL.6.1.c.1 Defend and support comments on an issue presented. ➢ SL.6.1.b.2 Organize individual goals and deadlines. ➢ SL.6.1.b.3 Define my individual role in a collaborative group. ➢ SL.6.1.b.4 Utilize rubrics designed to assess speaking and listening. ➢ SL.6.1.d.1 Relate ideas by writing reflections and summaries.

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		✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
2b.The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) 1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓ RL.6.1.1 Identify and describe story elements, including conflict and resolution. ✓ RL.6.1.2 Infer evidence from the text through personal experiences, background knowledge, and information implied in the text. + RL.6.1.3 Interpret varied meanings of a selected passage implied in the text. + RL.6.1.4 In writing or discussion, justify the inference by citing the line in the text that proves my finding.
	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.	✓ RL.6.2.1 Recognize the theme or central idea of a text. ✓ RL.6.2 .2 Locate details from the text that support the theme or central idea of the text. + RL.6.2.3 Summarize the text objectively by combining theme/central idea and details located in the text.
	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓ RI.6.1.1 Infer evidence from the text through personal experiences, background knowledge, and information implied in the text. + RI.6.1.2 Interpret varied meanings of a selected text. + RI.6.1.3 In writing or discussion, justify the inference by citing the line in the text that proves my finding.
	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.	+ RL.6.9.1 Identify different types of genres. ➢ RL.6.9.2 Compare and contrast texts with similar themes in different genres.
	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.	✓ RI.6.2.1 Recognize the theme or central idea of a text. ✓ RI.6.2.2 Locate details from the text that support the theme or central of the text. + RI.6.2.3 Summarize the text objectively by combining theme/central idea and details located in the text.
2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)	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.	✓ RL.6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RL.6.10.2 Read and comprehend literature (stories, dramas, and poems) with increasing text complexity and proficiency. + RL.6.10.3 Read closer to the low-end range of the Lexile score 925-1185 with scaffolding as needed at the high-end range.
	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).	+ RI.6.9.1 Identify key events in two different texts by the same author. ➢ RI.6.9.2 Compare and contrast key events using text-to-text connections to identify the different authors' perspectives.

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	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.	✓ RI.6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RI.6.10.2 Read and comprehend literature (literary non-fiction) with increasing text complexity and proficiency. + RI.6.10.3 Read closer to the low-end range of the Lexile score 925-1185 with scaffolding as needed at the high-end range.
	W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). 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").	✓ W.6.9.a.1 Identify differences between literary and informational texts. ✓ W.6.9.a.2 Use literature text to cite text evidence. ✓ W.6.9.b.1 Use informational text to cite text evidence. + W.6.9.a.3 Write an analysis and a reflection of a literary text. (with RL.6.1) + W.6.9.b.2 Write an analysis and a reflection of an informational text.(with RI.6.1) ➤ W.6.9.b.3 Evaluate validity of key details that support claims.
2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)	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.	✓ RL.6.3.1 Identify story elements/plot within a variety of texts. ✓ RL.6.3.2 Describe development of the plot through a series of episodes. + RL.6.3.3 Analyze how characters react or change to the overall momentum of the plot as the problem is resolved.
	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.	✓ RL.6.5.1 Identify how the texts are written. (scenes, chapters, stanzas) ✓ RL.6.5.2 Analyze how the structure of the text contributes to the development of the theme. ✓ RL.6.5.3 Analyze how the structure of the text contributes to the development of the setting. ✓ RL.6.5.4 Analyze how the structure of the text contributes to the development of the plot. ➤ RL.6.5.5 Analyze how an important scene within a text changes the plot
	RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	✓ RL.6.6.1 Identify the points-of-view from the text. ✓ RL.6.6.2 Infer the author's purpose in the text. + RL.6.6.3 Give specific details from the text that trace the development of the narrator's or speaker's point-of-view. + RL.6.6.4 Support the author's purpose with specific details.

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		✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
	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).	+ RI.6.3.1 Identify a key individual, an event, or an idea in a text. + RI.6.3.2 Select specific examples or anecdotes on how the key individual, event, or idea is introduced. + RI.6.3.3 Select specific examples or anecdotes on how the key individual, event, or idea is illustrated. + RI.6.3.4 Select specific examples or anecdotes on how the key individual, event, or idea is elaborated. ➤ RI.6.3.5 Determine the supporting details from the non-supporting details.
2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 2) Literary devices (e.g., imagery, exaggeration, dialogue)	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.	✓ RL.6.4.1 Use context clues to determine the meaning of words and phrases. + RL.6.4.2 Identify figurative language. + RL.6.4.3 Examine and explain the author's choice of specific words and the impact on the meaning of the text. + RL.6.4.4 Examine and explain the author's choice of specific words and the impact on the tone of the passage. ➤ RL.6.4.5 Identify words with different connotative meanings. ➤ RL.6.4.6 Explain how the connotations impact the meaning of the text.
	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	✓ RI.6.4.1 Use context clues to determine the meaning of words and phrases. ✓ RI.6.4.2 Identify figurative language. ✓ RI.6.4.3 Examine and explain how the figurative language impacts the meaning of the text. ➤ RI.6.4.4 Identify words with different connotative meanings. ➤ RI.6.4.5 Explain how the connotations impact the meaning of the text. ➤ RI.6.4.6 Identify words with technical meanings. ➤ RI.6.4.7 Explain how the technical meanings impact the text.
2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)		
2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 4) Author's purpose (e.g., inform, entertain, persuade)	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	✓ RI.6.6.1 Identify the author's purpose in a text. ✓ RI.6.6.2 Give specific details from the text that explain how the author's purpose is shown throughout the text. + RI.6.6.3 Identify the points-of-view from the text. + RI.6.6.4 Give specific details from the text that trace the development of the narrator's or speaker's point-of-view.

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3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3) 1) Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). 2) Drafting • Draft with increasing fluency. 3) Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric. 4) Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 5) Publishing/Sharing • Share writing with others formally and informally using a variety of media.	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.)	+ W.6.4.1 Decide on purpose and determine an audience. + W.6.4.2 Organize writing in a clear and coherent way for the specific task. + W.6.4.3 Produce a writing that is easy to follow and understand.
	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.	+ W.6.5.1 Make my writing stronger and better with help from my peers and my teacher by using the writing process. + W.6.5.2 Make my writing stronger and better by writing parts of it in a new way. + W.6.5.3 Utilize a checklist to develop and strengthen my writing.
	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.	+ W.6.10.1 Routinely write for a specific reason and audience. ➢ W.6.10.2 Produce writing over both extended and short time frames.
	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	+ L.6.3.a.1 Utilize various sentence patterns to make my meaning clear and my writing interesting for the reader and/or listener. + L.6.3.a.2 Utilize various sentence patterns and maintain consistency for different styles of writing. + L.6.3.b.1 Utilize precise wording to maintain consistency in tone.

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		✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
	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.	+ W.6.6.1 Utilize a checklist to review peer's papers. ➢ W.6.6.2 Utilize technology, including the Internet, to produce and publish writing. ➢ W.6.6.3 Utilize technology, including the Internet, to interact and collaborate with others, including peer editing. ➢ W.6.6.4 Utilize technology to type three pages in a single sitting.
3b. The student will compose descriptive texts using **sensory** details and vivid language. (DOK 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. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrative experiences or events.	✓ W.6.3.a.1 Review effective narrative writing. ✓ W.6.3.a.2 Brainstorm ideas. ✓ W.6.3.a.3 Introduce narrator and/or characters and the events in a real or an imaginary story. ✓ W.6.3.a.4 Order events in a coherent order to maintain elements of plot. ✓ W.6.3.c.1 Use transitional words to convey the sequence of events and shifts in setting or time frames. ✓ W.6.3.d.1 Use exact words and phrases, descriptive details, and sensory language to create an interesting story. ✓ W.6.3.e.1 Provide a conclusion that ends the narrative with a resolution. ✓ W.6.3.b.1 Include dialogue, pacing, and descriptive details to develop the narrative.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
4a. The student will apply Standard English grammar to compose or edit. (DOK 1) 2) Verbs (e.g., helping verbs; irregular; linking; **transitive and intransitive verbs)** 3) Verb tense [including purpose] (present, past, future; present perfect, past perfect, **future perfect)** 4) Subject-verb agreement in **sentences containing indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb** 7) Prepositions 10) Adverbs (avoiding double negatives; comparative forms)	L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself, ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* 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.*	+ L.6.1.a.1 Identify subjective, objective, and possessive pronouns. + L.6.1.a.2 Write to show proper case of pronouns. + L.6.1.c.1 Correct inappropriate usage of pronouns in number and person. + L.6.1.d.1 Review antecedents. + L.6.1.b.1 Identify and demonstrate proper use of intensive pronouns. + L.6.1.e.1 Critique self/peers' writing/speaking by using strategies to revise appropriate language ➢ L.6.1.c. 2Identify inappropriate shifts in pronoun number and person. ➢ L.6.1.d.2 Modify vague pronouns used in speaking or writing.
4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) 10) Spell words commonly found in **sixth** grade level text.	L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	✓ L.6.2.b.1 Spell correctly. + L.6.2.a.1 Review correct usage of commas. ➢ L.6.2.a.2 Review correct usage of parentheses and dashes. ➢ L.6.2.a.3 Differentiate between nonrestrictive and parenthetical elements. ➢ L.6.2.a.4 Use punctuation to set off nonrestrictive/parenthetical elements.
4c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2) 4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, **adjective clauses, and adverb clauses.** 5) Compose sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, **adjective clauses, and adverb clauses.**	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	+ L.6.3.a.1 Utilize various sentence patterns to make my meaning clear and my writing interesting for the reader and/or listener. + L.6.3.a.2 Utilize various sentence patterns and maintain consistency for different styles of writing. + L.6.3.b.1 Utilize precise wording to maintain consistency in tone.

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colspan="3"	**Third Nine Weeks**	
1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)	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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). 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. 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).	✓ L.6.4.a.1 Use context clues to help reader understand unknown/unfamiliar multiple-meaning words or phrases. ✓ L.6.4.b.1 Use grade appropriate affixes and root words to understand the meaning of the word. + L.6.4.c.1 Refer to reference materials both print and digital to find the pronunciation, meaning and/or part of speech. + L.6.4.d.1 Use reference materials to determine if the inferred meaning of a word is used correctly in context.
	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. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	✓ L.6.5.b.1 Identify relationships between two words. ✓ L.6.5.b.2 Use that relationship to define the words. + L.6.5.a.1 Analyze context to determine meaning of figurative language. ➢ L.6.5.c.1 Differentiate between the positive, negative or neutral associations (nuances) among words with similar meanings.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
	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.	+ L.6.6.1 Produce and use grade appropriate academic (Tier 2) and domain (Tier 3) words and phrases. + L.6.6.2 Expand on vocabulary knowledge when contemplating the word or phrase that relates to comprehension or expression.
1c. The student will **use** grade-level appropriate synonyms, antonyms, and homonyms. (DOK 2)	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. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	✓ L.6.5.b.1 Identify relationships between two words. ✓ L.6.5.b.2 Use that relationship to define the words. + L.6.5.a.1 Analyze context to determine meaning of figurative language. ➢ L.6.5.c.1 Differentiate between the positive, negative or neutral associations (nuances) among words with similar meanings.
1d. The student will use context clues to **determine** the meanings of unfamiliar **or multiple meaning words**. (DOK 2)	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.	✓ RL.6.4.1 Use context clues to determine the meaning of words and phrases. + RL.6.4.2 Identify figurative language. + RL.6.4.3 Examine and explain the author's choice of specific words and the impact on the meaning of the text. + RL.6.4.4 Examine and explain the author's choice of specific words and the impact on the tone of the passage. ➢ RL.6.4.5 Identify words with different connotative meanings. ➢ RL.6.4.6 Explain how the connotations impact the meaning of the text.
	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	✓ RI.6.4.1 Use context clues to determine the meaning of words and phrases. + RI.6.4.2 Identify figurative language. + RI.6.4.3 Examine and explain how the figurative language impacts the meaning of the text. ➢ RI.6.4.4 Identify words with different connotative meanings. ➢ RI.6.4.5 Explain how the connotations impact the meaning of the text. ➢ RI.6.4.6 Identify words with technical meanings. ➢ RI.6.4.7 Explain how the technical meanings impact the text.

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	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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). 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. 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).	✓ L.6.4.a.1 Use context clues to help reader understand unknown/unfamiliar multiple-meaning words or phrases. ✓ L.6.4.b.1 Use grade appropriate affixes and root words to understand the meaning of the word. + L.6.4.c.1 Refer to reference materials both print and digital to find the pronunciation, meaning and/or part of speech. + L.6.4.d.1 Use reference materials to determine if the inferred meaning of a word is used correctly in context.
1g. The student will **analyze and evaluate vocabulary usage based on appropriateness for context and purpose** (e.g., formal and informal language). (DOK 3)	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓ SL.6.6.1 Use proper grammar when writing, speaking, reading or listening when indicated or appropriate.
	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.	+ L.6.6.1 Produce and use grade appropriate academic (Tier 2) and domain (Tier 3) words and phrases. + L.6.6.2 Expand on vocabulary knowledge when contemplating the word or phrase that relates to comprehension or expression.
2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, **gain information from**, interpret, **respond to**, or analyze text. (DOK 2) 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.	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.	✓ RL.6.5.1 Identify how the texts are written. (scenes, chapters, stanzas) ✓ RL.6.5.2 Analyze how the structure of the text contributes to the development of the theme. ✓ RL.6.5.3 Analyze how the structure of the text contributes to the development of the setting. ✓ RL.6.5.4 Analyze how the structure of the text contributes to the development of the plot. ➢ RL.6.5.5 Analyze how an important scene within a text changes the plot.

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	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.	+ RI.6.5.1 Analyze the text for key sentences, paragraphs, chapters, or sections. + RI.6.5.2 Explain why a specific sentence, paragraph, chapter, or section is important to the development of ideas within the text.
2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)	W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). 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").	✓ W.6.9.a.1 Identify differences between literary and informational texts. ✓ W.6.9.a.2 Use literature text to cite text evidence. ✓ W.6.9.b.1 Use informational text to cite text evidence. + W.6.9.a.3 Write an analysis and a reflection of a literary text. (with RL.6.1) + W.6.9.b.2 Write an analysis and a reflection of an informational text.(with RI.6.1) ➤ W.6.9.b.3 Evaluate validity of key details that support claims.
	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✓ SL.6.1.a.1 Come to class prepared to discuss the topic, text or issue. ✓ SL.6.1.a.2 Participate in teacher-led and partner discussions. ✓ SL.6.1.b.1 Actively listen and demonstrate respect for each other's viewpoints. + SL.6.1.a.3 Provide evidence from observations and/or readings (visual and audio) to support and reflect on ideas discussed. + SL.6.1.c.1 Defend and support comments on an issue presented. ➤ SL.6.1.b.2 Organize individual goals and deadlines. ➤ SL.6.1.b.3 Define my individual role in a collaborative group. ➤ SL.6.1.b.4 Utilize rubrics designed to assess speaking and listening. ➤ SL.6.1.d.1 Relate ideas by writing reflections and summaries.

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		✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
2b.The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) 1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence. **3) Infer cause and effect based on sequence of events and to predict outcomes.** 4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓ RL.6.1.1 Identify and describe story elements, including conflict and resolution. ✓ RL.6.1.2 Infer evidence from the text through personal experiences, background knowledge, and information implied in the text. + RL.6.1.3 Interpret varied meanings of a selected passage implied in the text. + RL.6.1.4 In writing or discussion, justify the inference by citing the line in the text that proves my finding.
	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.	✓ RL.6.2.1 Recognize the theme or central idea of a text. ✓ RL.6.2.2 Locate details from the text that support the theme or central of the text. + RL.6.2.3 Summarize the text objectively by combining theme/central idea and details located in the text.
	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓ RI.6.1.1 Infer evidence from the text through personal experiences, background knowledge, and information implied in the text. + RI.6.1.2 Interpret varied meanings of a selected text. + RI.6.1.3 In writing or discussion, justify the inference by citing the line in the text that proves my finding.
	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.	+ RL.6.9.1 Identify different types of genres. ➢ RL.6.9.2 Compare and contrast texts with similar themes in different genres.
	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.	✓ RI.6.2.1 Recognize the theme or central idea of a text. ✓ RI.6.2.2 Locate details from the text that support the theme or central of the text. + RI.6.2.3 Summarize the text objectively by combining theme/central idea and details located in the text.
	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	✓ RI.6.7.1 Identify a topic or issue within a text. + RI.6.7.2 Use different media or formats as well as texts to combine information to better understand a topic or an issue.

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2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) 2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events in non-sequential order.	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.	+ RL.6.5.1 Identify how the texts are written. (scenes, chapters, stanzas) + RL.6.5.2 Analyze how the structure of the text contributes to the development of the theme. + RL.6.5.3 Analyze how the structure of the text contributes to the development of the setting. + RL.6.5.4 Analyze how the structure of the text contributes to the development of the plot. ➢ RL.6.5.5 Analyze how an important scene within a text changes the plot.
	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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrative experiences or events.	✓ W.6.3.a.1 Review effective narrative writing. ✓ W.6.3.a.2 Brainstorm ideas. ✓ W.6.3.a.3 Introduce narrator and/or characters and the events in a real or an imaginary story. ✓ W.6.3.a.4 Order events in a coherent order to maintain elements of plot. ✓ W.6.3.c.1 Use transitional words to convey the sequence of events and shifts in setting or time frames. ✓ W.6.3.d.1 Use exact words and phrases, descriptive details, and sensory language to create an interesting story. ✓ W.6.3.e.1 Provide a conclusions that ends the narrative with a resolution. + W.6.3.b.1 Include dialogue, pacing, and descriptive details to develop the narrative.
2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) 4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence	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.	➢ SL.6.3.1 Outline a speakers argument and claims that are supported by evidence and reasons. ➢ SL.6.3.2 Outline a speakers argument and claims that are not supported by evidence and reasons.

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2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) 5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.		
2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)	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.	✓ RL.6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RL.6.10.2 Read and comprehend literature (stories, dramas, and poems) with increasing text complexity and proficiency. + RL.6.10.3 Read closer to the low-end range of the Lexile score 925-1185 with scaffolding as needed at the high-end range.
	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).	+ RI.6.9.1 Identify key events in two different texts by the same author. ➢ RI.6.9.2 Compare and contrast key events using text-to-text connections to identify the different authors' perspectives.
	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.	✓ RI.6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RI.6.10.2 Read and comprehend literature (literary non-fiction) with increasing text complexity and proficiency. + RI.6.10.3 Read closer to the low-end range of the Lexile score 925-1185 with scaffolding as needed at the high-end range.
	W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). 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").	✓ W.6.9.a1. Identify differences between literary and informational texts. ✓ W.6.9.a.2 Use literature text to cite text evidence. + W.6.9.b.1 Use informational text to cite text evidence. + W.6.9.a.3 Write an analysis and a reflection of a literary text. (with RL6.1) + W.6.9.b.2 Write an analysis and a reflection of an informational text.(with RI6.1) ➢ W.6.9.b.3 Evaluate validity of key details that support claims.

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		✓ Included in MS Framework
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		➢ Included in Phase 2 infusion
2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)	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.	✓ RL.6.3.1 Identify story elements/plot through a variety of texts. ✓ RL.6.3.2 Describe development of the plot through a series of episodes. + RL.6.3.3 Analyze how characters react or change to the overall momentum of the plot as the problem is resolved.
	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.	✓ RL.6.5.1 Identify how the texts are written. (scenes, chapters, stanzas) ✓ RL.6.5.2 Analyze how the structure of the text contributes to the development of the theme. ✓ RL.6.5.3 Analyze how the structure of the text contributes to the development of the setting. ✓ RL.6.5.4 Analyze how the structure of the text contributes to the development of the plot. ➢ RL.6.5.5 Analyze how an important scene within a text changes the plot.
	RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	✓ RL.6.6.1 Identify the points-of-view from the text. ✓ RL.6.6.2 Infer the author's purpose in the text. + RL.6.6.3 Give specific details from the text that trace the development of the narrator's or speaker's point-of-view. + RL.6.6.4 Support the author's purpose with specific details.
	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).	+ RI.6.3.1 Identify a key individual, an event, or an idea in a text. + RI.6.3.2 Select specific examples or anecdotes on how the key individual, event, or idea is introduced. + RI.6.3.3 Select specific examples or anecdotes on how the key individual, event, or idea is illustrated. + RI.6.3.4 Select specific examples or anecdotes on how the key individual, event, or idea is elaborated. ➢ RI.6.3.5 Determine the supporting details from the non-supporting details.
	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	✓ RI.6.6.1 Identify the author's purpose in a text. ✓ RI.6.6.2 Give specific details from the text that explain how the author's purpose is shown throughout the text. + RI.6.6.3 Identify the points-of-view from the text. + RI.6.6.4 Give specific details from the text that trace the development of the narrator's or speaker's point-of-view.

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2e. The student will identify and **analyze** facts, opinions, or tools of persuasion in written and **visual texts**. (DOK 2) 2) **Analyze use of tools of persuasion** (e.g. name calling, endorsement, **repetition**, air and rebut the other side's point of view, association, stereotypes, bandwagon, **plain folks, tabloid thinking, shock tactics and fear, intertextual references)**	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.	+ RI.6.8.1 Identify specific claims or arguments in a text. + RI.6.8.2 Identify sufficient evidence to support specific claims. ➢ RI.6.8.3 Outline and judge claims based on sufficient evidence found in the text.
	W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). 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").	✓ W.6.9.a.1 Identify differences between literary and informational texts. ✓ W.6.9.a.2 Use literature text to cite text evidence. ✓ W.6.9.b.1 Use informational text to cite text evidence. + W.6.9.a.3 Write an analysis and a reflection of a literary text. (with RL.6.1) + W.6.9.b.2 Write an analysis and a reflection of an informational text.(with RI.6.1) ➢ W.6.9.b.3 Evaluate validity of key details that support claims.

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		✓ Included in MS Framework
		+ Included in Phase 1 infusion
		➢ Included in Phase 2 infusion
3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3) 1) Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). 2) Drafting • Draft with increasing fluency. 3) Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric. 4) Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 5) Publishing/Sharing • Share writing with others formally and informally using a variety of media.	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.)	+ W.6.4.1 Decide on purpose and determine an audience. + W.6.4.2 Organize writing in a clear and coherent way for the specific task. + W.6.4.3 Produce a writing that is easy to follow and understand.
	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.	+ W.6.5.1 Make my writing stronger and better with help from my peers and my teacher by using the writing process. + W.6.5.2 Make my writing stronger and better by writing parts of it in a new way. + W.6.5.3 Utilize a checklist to develop and strengthen my writing.
	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.	+ W.6.10.1 Routinely write for a specific reason and audience. ➢ W.6.10.2 Produce writing over both extended and short time frames.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	+ L.6.3.a.1 Utilize various sentence patterns to make my meaning clear and my writing interesting for the reader and/or listener. + L.6.3.a.2 Utilize various sentence patterns and maintain consistency for different styles of writing. + L.6.3.b.1 Utilize precise wording to maintain consistency in tone.
	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.	+ W.6.6.1 Utilize a checklist to review peer's papers. ➢ W.6.6.2 Utilize technology, including the Internet, to produce and publish writing. ➢ W.6.6.3 Utilize technology, including the Internet, to interact and collaborate with others, including peer editing. ➢ W.6.6.4 Utilize technology to type three pages in a single sitting.
3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3) 1) Reports 2) Letters 3)Functional Text 4) Presentations 5)Poems 6) Essays	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. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain- specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	✓ W.6.2.a.1 Identify text structures and text features within a text as models for my writing. ✓ W.6.2.a.2 Introduce a topic that informs or explains. ✓ W.6.2.a.3 Use strategies such as text structures, text features, or multimedia to help an audience understand the writing. ✓ W.6.2.b.1 Show support of topic with facts, concrete details, definitions, quotations, or other examples in writing. ✓ W.6.2.f.1 Provide a concluding statement that supports the information presented. + W.6.2.c.1 Use transitional words to link writing and to show relationships among ideas and concepts. + W.6.2.d.1 Use exact vocabulary and domain specific terms to inform or to explain topic. ➢ W.6.2.e.1 Establish and maintain a formal (authoritative) style.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
	W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). 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").	✓ W.6.9.a.1 Identify differences between literary and informational texts. ✓ W.6.9.a.2 Use literature text to cite text evidence. + W.6.9.b.1 Use informational text to cite text evidence. + W.6.9.a.3 Write an analysis and a reflection of a literary text. (with RL.6.1) + W.6.9.b.2 Write an analysis and a reflection of an informational text.(with RI.6.1) ➢ W.6.9.b.3 Evaluate validity of key details that support claims.
3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3) 4) Presentations	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.	+ SL.6.4.1 Speak distinctly using appropriate voice level and eye contact during an oral presentation. + SL.6.4.2 Relate the facts, descriptions, and details to justify main ideas and themes. ➢ SL.6.4.3 Present claims and findings in a logical order.
3e. The student will compose persuasive text clearly expressing a main idea with supporting details, **utilizing effective word choice and organization** for a specific purpose and audience. (DOK 3) 1) Letters 2) Speeches 3) Advertisement	W.6.1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	✓ W.6.1.a.1 Organize reasons clearly through a graphic organizer, thinking map, or an outline. ➢ W.6.1.a.2 Provide an introductory statement to state a claim concerning an argument. ➢ W.6.1.b.1 Support claims with facts and details using credible sources that demonstrate a clear understanding of the topic or text. ➢ W.6.1.c.1 Use transitional words to link writing and to show relationships supporting claims and reasons. ➢ W.6.1.d.1 Establish and maintain a formal (authoritative) style. ➢ W.6.1.e.1 Provide a concluding statement that supports the argument presented.

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MS Objective	CCSS Standard	I Can Statements
		✓ Included in MS Framework
		+ Included in Phase 1 infusion
		➢ Included in Phase 2 infusion
4a. The student will apply Standard English grammar to compose or edit. (DOK 1) 11) Interjections	L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself, ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* 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.*	+ L.6.1.a.1 Identify subjective, objective, and possessive pronouns. + L.6.1.a.2 Write to show proper case of pronouns. + L.6.1.c.1 Correct inappropriate usage of pronouns in number and person. + L.6.1.d.1 Review antecedents. + L.6.1.b.1 Identify and demonstrate proper use of intensive pronouns. + L.6.1.e.1 Critique self/peers' writing/speaking by using strategies to revise appropriate language ➢ L.6.1.c.2 Identify inappropriate shifts in pronoun number and person. ➢ L.6.1.d.2 Modify vague pronouns used in speaking or writing.
4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) 1) End punctuation (e.g., period, question mark, exclamation point) 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) 3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; appositives, nonessential appositive phrases; **introductory clauses and nonessential clauses**) 4) Apostrophes (possessives; contractions) 5) Semicolons (compound sentences); 6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles) 7) Underlining/Italics (titles of books, movies, **plays, and television shows)** 8) Colons (e.g., time, before lists introduced by independent clauses and business letters) 9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," first word in greetings and closings of friendly letters, proper adjectives)	L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	✓ L.6.2.a.1 Review correct usage of commas. + L.6.2.b.1 Spell correctly. ➢ L.6.2.a.2 Review correct usage of parentheses and dashes. ➢ L.6.2.a.3 Differentiate between nonrestrictive and parenthetical elements. ➢ L.6.2.a.4 Use punctuation to set off nonrestrictive/parenthetical elements.

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MS Objective	CCSS Standard	I Can Statements
		✓ Included in MS Framework
		+ Included in Phase 1 infusion
		➤ Included in Phase 2 infusion
Fourth Nine Weeks		

MS Objective	CCSS Standard	I Can Statements
1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)	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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). 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. 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).	✓ L.6.4.a.1 Use context clues to help reader understand unknown/unfamiliar multiple-meaning words or phrases. ✓ L.6.4.b.1 Use grade appropriate affixes and root words to understand the meaning of the word. + L.6.4.c.1 Refer to reference materials both print and digital to find the pronunciation, meaning and/or part of speech. + L.6.4.d.1 Use reference materials to determine if the inferred meaning of a word is used correctly in context.
	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. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	✓ L.6.5.b.1 Identify relationships between two words. ✓ L.6.5.b.2 Use that relationship to define the words. + L.6.5.a.1 Analyze context to determine meaning of figurative language. ➤ L.6.5.c.1 Differentiate between the positive, negative or neutral associations (nuances) among words with similar meanings.

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Sixth Grade ELA

MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
	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.	+ L.6.6.1 Produce and use grade appropriate academic (Tier 2) and domain (Tier 3) words and phrases. + L.6.6.2 Expand on vocabulary knowledge when contemplating the word or phrase that relates to comprehension or expression.
1c. The student will **use** grade-level appropriate synonyms, antonyms, and homonyms. (DOK 2)	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. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	✓ L.6.5.b.1 Identify relationships between two words. ✓ L.6.5.b.2 Use that relationship to define the words. + L.6.5.a.1 Analyze context to determine meaning of figurative language. ➢ L.6.5.c.1 Differentiate between the positive, negative or neutral associations (nuances) among words with similar meanings.
1d. The student will use context clues to **determine** the meanings of unfamiliar **or multiple meaning words**. (DOK 2)	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.	✓ RL.6.4.1 Use context clues to determine the meaning of words and phrases. + RL.6.4.2 Identify figurative language. + RL.6.4.3 Examine and explain the author's choice of specific words and the impact on the meaning of the text. + RL.6.4.4 Examine and explain the author's choice of specific words and the impact on the tone of the passage. ➢ RL.6.4.5 Identify words with different connotative meanings. ➢ RL.6.4.6 Explain how the connotations impact the meaning of the text.
	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	✓ RI.6.4.1 Use context clues to determine the meaning of words and phrases. + RI.6.4.2 Identify figurative language. + RI.6.4.3 Examine and explain how the figurative language impacts the meaning of the text. ➢ RI.6.4.4 Identify words with different connotative meanings. ➢ RI.6.4.5 Explain how the connotations impact the meaning of the text. ➢ RI.6.4.6 Identify words with technical meanings. ➢ RI.6.4.7 Explain how the technical meanings impact the text.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
	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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). 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. 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).	✓ L.6.4.a.1 Use context clues to help the reader understand unknown/unfamiliar multiple-meaning words or phrases. ✓ L.6.4.b.1 Use grade appropriate affixes and root words to understand the meaning of the word. + L.6.4.c.1 Refer to reference materials both print and digital to find the pronunciation, meaning and/or part of speech. + L.6.4.d.1 Use reference materials to determine if the inferred meaning of a word is used correctly in context.
1f. The student will **apply** knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) **to evaluate word choice in a variety of texts (e.g., revise writing, peer editing)** and to determine meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)	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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). 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. 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).	✓ L.6.4.c.1 Refer to reference materials both print and digital to find the pronunciation, meaning and/or part of speech. ✓ L.6.4.d.1 Use reference materials to determine if the inferred meaning of a word is used correctly in context. + L.6.4.a.1 Use context clues to help the reader understand unknown/unfamiliar multiple-meaning words or phrases. + L.6.4.b.1 Use grade appropriate affixes and root words to understand the meaning of the word.

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Sixth Grade ELA

MS Objective	CCSS Standard	I Can Statements
		✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
1g. The student will **analyze and evaluate vocabulary usage based** on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3).	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓ SL.6.6.1 Use proper grammar when writing, speaking, reading or listening when indicated or appropriate.
	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.	+ L.6.6.1 Produce and use grade appropriate academic (Tier 2) and domain (Tier 3) words and phrases. + L.6.6.2 Expand on vocabulary knowledge when contemplating the word or phrase that relates to comprehension or expression.
2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, **gain information from**, interpret, **respond to**, or analyze text. (DOK 2) 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.	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.	✓ RL.6.5.1 Identify how the texts are written. (scenes, chapters, stanzas) ✓ RL.6.5.2 Analyze how the structure of the text contributes to the development of the theme. ✓ RL.6.5.3 Analyze how the structure of the text contributes to the development of the setting. ✓ RL.6.5.4 Analyze how the structure of the text contributes to the development of the plot. ➢ RL.6.5.5 Analyze how an important scene within a text changes the plot.
	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.	+ RI.6.5.1 Analyze the text for key sentences, paragraphs, chapters, or sections. + RI.6.5.2 Explain why a specific sentence, paragraph, chapter, or section is important to the development of ideas within the text
2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2) 4) Genres - Fiction, nonfiction, poetry, biographies, autobiographies, and **plays**	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.	✓ RL.6.9.1 Identify different types of genres. ➢ RL.6.9.2 Compare and contrast texts with similar themes in different genres.

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MS Objective	CCSS Standard	I Can Statements
		✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)	W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). 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").	✓ W.6.9.a.1 Identify differences between literary and informational texts. ✓ W.6.9.a.2 Use literature text to cite text evidence. ✓ W.6.9.b.1 Use informational text to cite evidence. + W.6.9.a.3 Write an analysis and a reflection of a literary text. (with RL.6.1) + W.6.9.b.2 Write an analysis and a reflection of an informational text.(with RI.6.1) ➢ W.6.9.b.3 Evaluate validity of key details that support claims.
	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✓ SL.6.1.a.1 Come to class prepared to discuss the topic, text or issue. ✓ SL.6.1.a.2 Participate in teacher-led and partner discussions. ✓ SL.6.1.b.1 Actively listen and demonstrate respect for each other's viewpoints. + SL.6.1.a.3 Provide evidence from observations and/or readings (visual and audio) to support and reflect on ideas discussed. ➢ SL.6.1.b.2 Organize individual goals and deadlines. ➢ SL.6.1.b.3 Define my individual role in a collaborative group. ➢ SL.6.1.c.1 Defend and support comments on an issue presented. ➢ SL.6.1.b.4 Utilize rubrics designed to assess speaking and listening. ➢ SL.6.1.d.1 Relate ideas by writing reflections and summaries.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
2b.The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) 1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓ RL.6.1.1 Identify and describe story elements, including conflict and resolution. ✓ RL.6.1.2 Infer evidence from the text through personal experiences, background knowledge, and information implied in the text. + RL.6.1.3 Interpret varied meanings of a selected passage implied in the text. + RL.6.1.4 In writing or discussion, justify the inference by citing the line in the text that proves my finding.
	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.	✓ RL.6.2.1 Recognize the theme or central idea of a text. ✓ RL.6.2.2 Locate details from the text that support the theme or central idea of the text. + RL.6.2.3 Summarize the text objectively by combining theme/central idea and details located in the text.
	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓ RI.6.1.1 Infer evidence from the text through personal experiences, background knowledge, and information implied in the text. + RI.6.1.2 Interpret varied meanings of a selected text. + RI.6.1.3 In writing or discussion, justify the inference by citing the line in the text that proves my finding.
	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.	+ RL.6.9.1 Identify different types of genres. ➢ RL.6.9.2 Compare and contrast texts with similar themes in different genres.
	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.	✓ RI.6.2.1 Recognize the theme or central idea of a text. ✓ RI.6.2.2 Locate details from the text that support the theme or central idea of the text. + RI.6.2.3 Summarize the text objectively by combining theme/central idea and details located in the text.
2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 2)	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.	✓ RL.6.2.1 Recognize the theme or central idea of a text. ✓ RL.6.2.2 Locate details from the text that support the theme or central idea of the text. + RL.6.2.3 Summarize the text objectively by combining theme/central idea and details located in the text.
	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.	✓ RI.6.2.1 Recognize the theme or central idea of a text. ✓ RI.6.2.2 Locate details from the text that support the theme or central idea of the text. + RI.6.2.3 Summarize the text objectively by combining theme/central idea and details located in the text.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)	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.	✓ RL.6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RL.6.10.2 Read and comprehend literature (stories, dramas, and poems) with increasing text complexity and proficiency. + RL.6.10.3 Read closer to the low-end range of the Lexile score 925-1185 with scaffolding as needed at the high-end range.
	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).	+ RI.6.9.1 Identify key events in two different texts by the same author. ➢ RI.6.9.2 Compare and contrast key events using text-to-text connections to identify the different authors' perspectives.
	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.	✓ RI.6.10.1 Comprehend texts by thinking about, talking about, and responding to what I read. ✓ RI.6.10.2 Read and comprehend literature (literary non-fiction) with increasing text complexity and proficiency. + RI.6.10.3 Read closer to the low-end range of the Lexile score 925-1185 with scaffolding as needed at the high-end range.
	W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). 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").	✓ W.6.9.a.1 Identify differences between literary and informational texts. ✓ W.6.9.a.2 Use literature text to cite text evidence. + W.6.9.b.1 Use informational text to cite evidence. + W.6.9.a.3 Write an analysis and a reflection of a literary text. (with RL.6.1) + W.6.9.b.2 Write an analysis and a reflection of an informational text.(with RI.6.1) ➢ W.6.9.b.3 Evaluate validity of key details that support claims.
2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3) 1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)	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.	✓ RL.6.3.1 Identify story elements/plot through a variety of texts. ✓ RL.6.3.2 Describe development of the plot through a series of episodes. + RL.6.3.3 Analyze how characters react or change to the overall momentum of the plot as the problem is resolved.

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MS Objective	CCSS Standard	I Can Statements
		✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
	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.	✓ RL.6.5.1 Identify how the texts are written. (scenes, chapters, stanzas) ✓ RL.6.5.2 Analyze how the structure of the text contributes to the development of the theme. ✓ RL.6.5.3 Analyze how the structure of the text contributes to the development of the setting. ✓ RL.6.5.4 Analyze how the structure of the text contributes to the development of the plot. ➢ RL.6.5.5 Analyze how an important scene within a text changes the plot.
	RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	✓ RL.6.6.1 Identify the points-of-view from the text. ✓ RL.6.6.2 Infer the author's purpose in the text. + RL.6.6.3 Give specific details from the text that trace the development of the narrator's or speaker's point-of-view. + RL.6.6.4 Support the author's purpose with specific details.
	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).	+ RI.6.3.1 Identify a key individual, an event, or an idea in a text. + RI.6.3.2 Select specific examples or anecdotes on how the key individual, event, or idea is introduced. + RI.6.3.3 Select specific examples or anecdotes on how the key individual, event, or idea is illustrated. + RI.6.3.4 Select specific examples or anecdotes on how the key individual, event, or idea is elaborated. ➢ RI.6.3.5 Determine the supporting details from the non-supporting details.
	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	✓ RI.6.6.1 Identify the author's purpose in a text. ✓ RI.6.6.2 Give specific details from the text that explain how the author's purpose is shown throughout the text. + RI.6.6.3 Identify the points-of-view from the text. + RI.6.6.4 Give specific details from the text that trace the development of the narrator's or speaker's point-of-view.

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MS Objective	CCSS Standard	I Can Statements
		✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3) 1) Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). 2) Drafting • Draft with increasing fluency. 3) Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric. 4) Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 5) Publishing/Sharing • Share writing with others formally and informally using a variety of media.	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.)	+ W.6.4.1 Decide on purpose and determine an audience. + W.6.4.2 Organize writing in a clear and coherent way for the specific task. + W.6.4.3 Produce a writing that is easy to follow and understand.
	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.	+ W.6.5.1 Make my writing stronger and better with help from my peers and my teacher by using the writing process. + W.6.5.2 Make my writing stronger and better by writing parts of it in a new way. + W.6.5.3 Utilize a checklist to develop and strengthen my writing.
	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.	+ W.6.10.1 Routinely write for a specific reason and audience. ➢ W.6.10.2 Produce writing over both extended and short time frames.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion
	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	+ L.6.3.a.1 Utilize various sentence patterns to make my meaning clear and my writing interesting for the reader and/or listener. + L.6.3.a.2 Utilize various sentence patterns and maintain consistency for different styles of writing. + L.6.3.b.1 Utilize precise wording to maintain consistency in tone.
	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.	+ W.6.6.1 Utilize a checklist to review peer's papers. ➢ W.6.6.2 Utilize technology, including the Internet, to produce and publish writing. ➢ W.6.6.3 Utilize technology, including the Internet, to interact and collaborate with others, including peer editing. ➢ W.6.6.4 Utilize technology to type three pages in a single sitting.
3f. The student will compose texts of a variety of modes based on inquiry and research. (DOK 4) 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, online databases) and gather relevant information from multiple sources. 3) Identify and paraphrase important information from sources. 4) **Compare and contrast important findings and select sources to support central ideas, concepts, and themes.** 5) Present the results using a **variety of communication techniques.** 6) **Reflect on and evaluate the process.**	W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	✓ W.6.7.2 Use several sources to learn new information. ✓ W.6.7.3 Use several sources to answer specific questions. ✓ W.6.7.4 Use several sources to further research or investigation. + W.6.7.1 Compile list of sources.
	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.	✓ W.6.8.1 Research and gather information from multiple sources. (print and digital sources) ✓ W.6.8.3 Quote or paraphrase data without plagiarizing. + W.6.8.4 Provide bibliographic information for sources (works cited page in proper format). + W.6.8.2 Critique the credibility of the sources.
	SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	+ SL.6.5.1 Decide on effective graphics, images, music, and sound to include in a presentation to make my information clearer. + SL.6.5.2 Use visual displays and multimedia to reinforce the main idea and themes of the oral presentation.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➤ Included in Phase 2 infusion
	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.	+ SL.6.4.1 Speak distinctly, using appropriate voice level and eye contact during oral presentation. + SL.6.4.2 Relate the facts, descriptions, and details to justify main ideas and themes. + SL.6.4.3 Present claims and findings in a logical order.
	W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). 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").	✓ W.6.9.a.1 Identify differences between literary and informational texts. ✓ W.6.9.a.2 Use literature text to cite text evidence. + W.6.9.b.1 Use informational text to cite text evidence. + W.6.9.a.3 Write an analysis and a reflection of a literary text. (with RL.6.1) + W.6.9.b.2 Write an analysis and a reflection of an informational text.(with RI.6.1) + W.6.9.b.3 Evaluate validity of key details that support claims.
4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) 10) Spell words commonly found in **sixth** grade level text.	L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	✓ L.6.2.b.1 Spell correctly. + L.6.2.a.1 Review correct usage of commas. ➤ L.6.2.a.2 Review correct usage of parentheses and dashes. ➤ L.6.2.a.3 Differentiate between nonrestrictive and parenthetical elements. ➤ L.6.2.a.4 Use punctuation to set off nonrestrictive/parenthetical elements.

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MS Objective	CCSS Standard	I Can Statements ✓ Included in MS Framework + Included in Phase 1 infusion ➢ Included in Phase 2 infusion

4c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)
  1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses).
  2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses.
  3) Avoid sentence fragments, run-on sentences, and comma splices.
	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	a. Vary sentence patterns for meaning, reader/listener interest, and style.*
	b. Maintain consistency in style and tone.*
		+ L.6.3.a.1 Utilize various sentence patterns to make my meaning clear and my writing interesting for the reader and/or listener.
		+ L.6.3.a.2 Utilize various sentence patterns and maintain consistency for different styles of writing.
		+ L.6.3.b.1 Utilize precise wording to maintain consistency in tone.

Phase 1 Infusion	RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening 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.	+ RL.6.7.1 Compare and contrast the differences between reading the text and listening to the text. + RL.6.7.2 Compare and contrast how photos, drawing, videos, or music affect what the reader perceives.
	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.	+ SL.6.2.1 Explain information presented in different forms of media and formats. + SL.6.2.2 Translate how the information contributes to a topic, text, or issue.