



MOHAWK

Local School District

Preparing today's students for tomorrow's challenges

Mohawk Local Schools Grade 6 ELA

Quarter 1 Curriculum Guide

General Expectations of the ELA Standards

A Focus on Results Rather than Means
 An Integrated Model of Literacy
 Research and Media Blended into the Standards as a Whole
 Shared Responsibility for Students' Literacy Development
 Focus and Coherence in Instruction and Assessment

Critical Areas of Focus Being Addressed:

- Reading
- Writing
- Speaking and Listening
- Language

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:
 (DOK1) (DOK2) (DOK3) (DOK4)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."

6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (DOK 2)

DOK 1
 I can recognize explicit textual evidence.
 I can recognize inferences made in the text.
 DOK 2

	<p>I can analyze text to cite textual evidence which is explicitly stated.</p> <p>I can analyze text to infer.</p>
<p>6.RL.2 Analyze literary text development.</p> <p>a. Determine a theme of a text and how it is conveyed through particular details.</p> <p>b. Incorporate a theme and story details into an objective summary of the text. (DOK 2)</p>	<p>DOK 1</p> <p>I can define theme.</p> <p>I can define and understand the central idea of a text.</p> <p>I can identify supporting details of the main idea or theme of a text.</p> <p>I can summarize a text based on facts.</p> <p>DOK 2</p> <p>I can analyze supporting details used to determine theme or central idea.</p> <p>I can distinguish between textual facts and opinions.</p> <p>I can formulate a summary based on facts from the text.</p>
<p>6.RL.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. (DOK 2)</p>	<p>DOK 1</p> <p>I can identify a series of episodes (e.g., rising action, etc.) within a specific story or drama.</p> <p>I can identify character types and traits.</p> <p>DOK 2</p> <p>I can describe how a plot unfolds in a series of episodes.</p> <p>I can explain how character(s) respond or change over the course of the story or drama.</p>
<p>6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone (DOK 2)</p>	<p>DOK 1</p> <p>I can identify words and phrases including: figurative, connotative; as used in a text.</p> <p>I can identify tone in a text.</p> <p>DOK 2</p> <p>I can interpret the meaning of words and phrases including: figurative meanings, connotative meanings; as they are used in a text.</p> <p>I can analyze the impact of word choice on meaning.</p> <p>I can analyze the impact of word choice on tone.</p>
<p>6.RL.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. (DOK 2)</p>	<p>DOK 1</p> <p>I can determine the various structures of literacy text.</p> <p>I can identify the: theme, plot, setting; of a text</p> <p>DOK 2</p> <p>I can analyze how a: particular sentence, chapter, scene, stanza; fits into</p>

	<p>the overall structure of a text. I can analyze how each part (i.e. sentence, chapter, scene or stanza contributes to the development of: theme, setting or plot.</p>
<p>6.RL.6 Explain how an author develops the point of view and perspective of the narrator or speaker in a text (DOK 1).</p>	<p>DOK 1 I can recognize strategies authors use to develop point of view, (e.g., revealing character’s thoughts and actions, dialogue, what other characters say of think about that character) I can identify details or examples in a text where the author develops the point of view of the narrator or the speaker. DOK 2 I can compare and contrast point of view of the narrator to characters in a text. I can analyze how the author develops these different points of view.</p>
<p>6.RL.7 Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch (DOK 2).</p>	<p>DOK 1 I can define compare and contrast I can recognize multiple text formats: audio, video, live version DOK 2 I can determine the similarities of the experience of reading a: story, drama, poem; to listen to or viewing the audio, video, or live version of the text. I can determine the differences of the experience of reading a:story, drama, poem; to listening to or viewing the audio, video, or live version of the text. I can contrast what is seen/heard in text when reading, watching or listening.</p>
<p>6.RL.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 (DOK 2).</p>	<p>DOK 1 I can identify the characteristics of different genres (e.g., stories, poems, historical novels, fantasy stories). I can identify the theme in two or more genres (e.g., stories, poems, historical novels, fantasy stories). I can identify topic in two or more genres (e.g., stories, poems, historical novels, fantasy stories). DOK 2 I can compare and contrast how two or more stories of the same genre approach a similar: theme, topic.</p>

<p>6.RL.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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text (DOK 2).</p>	<p>DOK 1 I can identify/understand in literary text: key ideas and details, craft and structure, integration of knowledge and ideas; at appropriate complexity as seen in standards 1-9 with scaffolding as needed.</p> <p>DOK 2 I can comprehend independently in literary text: key ideas and details, craft and structure, integration of knowledge and ideas; at appropriate complexity as seen in standards 1-9 with scaffolding as needed.</p>
<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (DOK 2)</p>	<p>DOK 1 I can locate textual evidence that supports what the text says. I can recognize textual evidence that supports inferences drawn from the text.</p> <p>DOK 2 I can determine the evidence that supports the explicit analysis of the text. I can cite examples of textual evidence that supports inferences drawn from the text.</p>
<p>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. (DOK 2)</p>	<p>DOK 1 I can identify the central idea of the text and supporting details of a text. I can define and understand the influence of personal opinion and judgement when reading a text.</p> <p>DOK 2 I can analyze the text to determine the central idea and supporting details. I can recognize particular details used to support the central idea of a text. I can provide a non-biased summary based on the text.</p>
<p>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). (DOK 2)</p>	<p>DOK 1 I can identify key ideas about individuals, events, and ideas stated in the text. I can define an anecdote.</p> <p>DOK 2 I can analyze how key individuals, events, and ideas in a text are introduced, illustrated, and elaborated. I can analyze evidence in text to support key ideas.</p>

<p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (DOK 2)</p>	<p>DOK 1 I can identify words and phrases, figurative words and phrases, connotative words and phrases, and technical words and phrases in a text.</p> <p>DOK 2 I can determine the meaning of words and phrases, including the: figurative connotative and technical meaning of words and phrases as they are used in a text.</p>
<p>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. (DOK 2)</p>	<p>DOK 1 I can determine text structure such as chronology, comparison, cause/effect and problem/solution.</p> <p>DOK 2 I can analyze how particular sentences, paragraphs, chapters, or sections fit into the overall structure of a text. I can analyze how particular sentences paragraphs, chapters, or sections contribute to the overall development of the ideas.</p>
<p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (DOK 2)</p>	<p>DOK 1 I can determine the author's point of view or purpose of a text. I can identify details or examples in a text where the author develops the point of view or purpose of the text.</p> <p>DOK 2 I can explain how the author conveys his/her point of view throughout the text.</p>
<p>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. (DOK 2)</p>	<p>DOK 1 I can recognize how to access information from different media and formats. I can identify topic and issue.</p> <p>DOK 2 I can integrate information taken from various media, formats, or text. I can demonstrate coherent understanding of the topic or issue using information from various media/formats.</p>
<p>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. (DOK 2)</p>	<p>DOK 1 I can define an argument and a claim. I can identify the argument in a text.</p>

	<p>I can identify reasons and evidence in the text.</p> <p>DOK 2</p> <p>I can trace the argument and specific claims in a text</p> <p>I can distinguish between supported and unsupported claims.</p> <p>I can evaluate the argument and its specific claims in a text.</p>
<p>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). (DOK 2)</p>	<p>DOK 1</p> <p>I can identify events common to both texts and an author's presentation of events.</p> <p>DOK 2</p> <p>I can compare and contrast the common events in texts written by different authors.</p>
<p>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. (DOK 2)</p>	<p>DOK 1</p> <p>I can identify/understand in an informational text: the key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity as seen in standards 1-9 with scaffolding as necessary.</p> <p>DOK 2</p> <p>I can comprehend independently in an informational text the key ideas and details, the craft and structure, and integration of knowledge and ideas at appropriate complexity as seen in standards 1-9 with scaffolding as necessary.</p>
<p>6.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Establish a thesis statement to present an argument. b. Introduce claim(s) and organize the reasons and evidence clearly. c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the argument presented. (DOK 4)</p>	<p>DOK 1</p> <p>I can identify credible sources.</p> <p>I can recognize: words, phrases, clauses; that show relationships among claim(s) and reasons.</p> <p>I can recognize: claims, relevance, evidence.</p> <p>I can identify and define formal style.</p> <p>I can explain the argument presented.</p> <p>DOK 2</p> <p>I can determine how to introduce claim(s).</p> <p>I can organize reasons and evidence clearly.</p> <p>I can formulate support for claims with clear reasons and relevant evidence.</p> <p>I can evaluate: credibility of courses used, relevance of the evidence</p>

	<p>I can demonstrate an understanding of the topic or text. I can clarify relationships among claims and reasons. I can establish and maintain a formal style. I can plan an appropriate concluding statement that follows from the argument presented. DOK 4 I can write an argument to support claims, including: an introduction to claim(s); clear organization of reasons and evidence; claims supported by clear reasons and relevant evidence; credible sources; a clear understanding of the topic or text under investigation; words, phrases and clauses that clarify relationships among claim(s); establishes and maintains a formal style; a concluding statement or section that follows from the argument presented.</p>
<p>6.W.2 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. Establish a thesis statement to present information. b. 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 to aid comprehension, if needed. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from the information or explanation presented. (DOK 4)</p>	<p>DOK 1 I can identify formal style of writing. I can identify relevant: facts; definitions; concrete details; quotations; examples. I can identify: various transitions that clarify relations among ideas and concepts; precise language and domain-specific vocabulary related to the topic; a concluding statement or section that follows from the information or explanation presented. DOK 2 I can develop a topic with: relevant facts; definitions; concrete details; quotations; other information; examples. I can determine when to include: formatting; graphics; multimedia to aid comprehension. I can select various transitions that clarify relationships among ideas and concepts. I can determine how to organize: ideas; concepts; information. I can determine when to use various strategies such as: definitions, classification, comparison/contrast; cause/effect. I can select precise language and domain-specific vocabulary to inform or explain the text. I can establish and maintain a formal style. I can determine a supportive concluding statement or section that</p>

	<p>follows from the information or explanation presented.</p> <p>DOK 4</p> <p>I can write informative/explanatory texts to: examine a topic; convey ideas; convey concepts; convey information, through: text selection; organization; analysis, of relevant concept.</p> <p>I can introduce and develop a topic with: relevant facts, definitions, concrete details, quotations, other information, examples.</p> <p>I can organize ideas, concepts, and information using strategies such as: definitions; classification; comparison/contrast; cause/effect.</p> <p>I can use: formatting; graphics; multimedia, when useful in aiding comprehension.</p> <p>I can use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>I can use precise language and domain-specific vocabulary to inform or explain the text.</p> <p>I can establish and main a formal style.</p> <p>I can provide a concluding statement or section that follows from the information or explanation presented.</p>
<p>6.W.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 narrated experiences or events. (DOK 4)</p>	<p>DOK 1</p> <p>I can describe the characteristics of a narrative.</p> <p>I can describe a variety of ways authors engage readers.</p> <p>I can identify how writers use transitional words, phrases, clauses to signal change in a narrative.</p> <p>DOK 2</p> <p>I can use a variety of techniques to engaged the reader and establish context.</p> <p>I can analyze narrative techniques such as: dialogue, pacing, description to develop experiences, events, and/or characters.</p> <p>I can critique a variety of transition: words, phrases, clauses to convey sequence and signal shifts from one time frame or setting.</p> <p>I can compare and contrast relevant and irrelevant details in developing: experiences, events, characters.</p> <p>I can analyze effective organizational patterns and conclusions.</p> <p>I can use precise words and phrases, relevant descriptive details and sensory language to develop experiences and events.</p>

	<p>DOK 4 I can write a narrative to develop real or imaginative experiences or events that: engages the reader and establishes a context; uses techniques such as dialogue and description to develop experiences, events, characters; uses a variety of transitions to convey sequence and signal shifts; uses appropriate precise, descriptive sensory language; leads to a conclusion.</p>
<p>6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (DOK 4)</p>	<p>DOK 1 (The underpinning knowledge targets are found in Writing Standards 1,2,3,7,8,9 and Language Standards 1-6).</p> <p>DOK 2 I can analyze the reason for writing a piece to decide on: task, purpose, audience. I can determine suitable: idea development strategies; organization; style, appropriate to task, purpose and audience. (Additional underpinning reasoning targets are found Writing Standards 1,2,3,7,8,9)</p> <p>DOK 3 (The underpinning skill targets can be found in Writing Standards 5,6,7,10)</p> <p>DOK 4 I can produce a writing piece that is clear and coherent with: idea development; organization; style, appropriate to task, purpose and audience. (Grade-specific expectations and writing types are found in Writing Standards 1-3).</p>
<p>6.W.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. (DOK 2)</p>	<p>DOK 1 I can, with some guidance and support from peers and adults, recognize how to: plan, revise, edit, rewrite, try a new approach. I know how to edit for conventions of Writing demonstrating (see Language standards 1-3).</p> <p>DOK 2 I can, with some guidance and support from peers and adults, develop and strengthen writing by: planning, revising, editing, rewriting, trying a new approach.</p>

<p>6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills. (DOK 3)</p>	<p>DOK 1 I know how to download, save, upload, attach documents. I can select appropriate word processing tools. I can select appropriate tools for communication and collaborating.</p> <p>DOK 2 I can evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others.</p> <p>DOK 3 I can use technology, including the Internet, to produce and publish writing. I can use technology to interact and collaborate with others. I can use keyboarding skills to type three or more pages in a single sitting.</p>
<p>6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (DOK 2)</p>	<p>DOK 1 I can apply appropriate research and inquiry methods to conduct a research project. I can apply multiple resources to conduct short research projects.</p> <p>DOK 2 I can determine sources to answer a research question. I can narrow/refocus the inquiry by selecting information from multiple sources which will support or justify the answer. I can conduct steps research to answer a question. I can conduct a short research project to answer a question with appropriate information derived from research in a variety of sources.</p>
<p>6.W.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. (DOK 2)</p>	<p>DOK 1 I can recognize a credible source. I can define plagiarism. I can quote information from a source. I can identify and provide basic bibliographic information for sources. I can gather relevant information from print and digital sources. I can paraphrase the data and conclusions of others.</p> <p>DOK 2 I can assess the credibility of each source. I can determine when to credit sources to avoid plagiarism.</p>

<p>6.W.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”). (DOK 2)</p>	<p>DOK 1 I can identify key ideas and details which provide evidence to support conclusions about the text accessed through research. I can cite textual evidence to support analysis of what the text says explicitly.</p> <p>DOK 2 I can draw evidence from key ideas and details as support for research. I can analyze key ideas and details in a text as evidence for support understanding of text. I can reflect on key ideas and details in a text as evidence for support understanding of text.</p>
<p>6.W.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. (DOK 3)</p>	<p>DOK 1 I can identify: task, purpose, audience, for various types of writing. I can identify the organizational structures for various types of writing.</p> <p>DOK 2 I can determine when to write for either extended and/or shorter time frames based upon: task, purpose, audience. I can determine appropriate organizational structure to use for various types of writing dependent upon: task, purpose, audience.</p> <p>DOK 3 I can write for various: tasks, purposes, audiences, over both extended and shorter time frames.</p>
<p>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.</p> <ol style="list-style-type: none"> 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. 	<p>DOK 1 I can identify key ideas from reading material. I can identify components of a collegial discussion and planning. I can recognize multiple perspectives and opposing viewpoints posed during discussions or presentations.</p> <p>DOK 2 I can reflect on discussion topics using evidence from the text, issues, and or topic. I can define individual roles for particular discussions. I can collaborate to set goals and deadlines. I can evaluate the implementation of collegial discussions. I can justify ideas and responses shared with evidence from topic or text.</p>

<p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (DOK 3)</p>	<p>I can formulate comments, questions, and responses based on evidence from the text or topic. I can paraphrase and reflect on multiple perspectives posed in discussions. DOK 3 I can engage in a variety of discussions by listening and sharing acquired prior knowledge of grade 6 topics and texts. I can follow agreed-upon rules during discussion. I can carry out assigned roles during discussion. I can pose specific questions to clarify understanding and probe ideas presented. I can respond to questions with detail, using evidence from the topic or text. I can connect comments to the remarks of others. I can express ideas clearly referencing evidence from the topic or text.</p>
<p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (DOK 2)</p>	<p>DOK 1 I can identify details and information that contribute to the topic, text, or issue under study of various media formats. DOK 2 I can interpret information presented in various media and formats. I can explain how information contributes to a topic, text, or issue under study.</p>
<p>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. (DOK 2)</p>	<p>DOK 1 I can define and identify arguments, claims, reasons, and evidence. DOK 2 I can distinguish between supported and unsupported claims. I can delineate a speaker's argument and specific claims.</p>
<p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (DOK 3)</p>	<p>DOK 1 I can identify findings, claims, descriptions, facts, and details. I can identify appropriate eye contact, adequate volume, and clear pronunciation. DOK 2 I can determine logical sequence, pertinent descriptions, and facts and details that accentuate ideas or themes. DOK 3</p>

	<p>I can give oral presentations to present claims and findings that sequence ideas logically, use pertinent descriptions, facts, and details to accentuate main ideas or themes.</p> <p>I can use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (DOK 3)</p>	<p>DOK 1 I can recognize multimedia components.</p> <p>DOK 2 I can clarify information. I can determine what multimedia components: graphics, images, music, and sound will best clarify information in presentations. I can determine what visual displays will best clarify information in presentations.</p> <p>DOK 3 I can include technology with multiple components: music, images, graphics, and sound in a presentation to clarify information. I can incorporate visual displays in a presentation to clarify information.</p>
<p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) (DOK 3)</p>	<p>DOK 1 I can identify formal and informal settings I can describe the qualities of formal and informal speech.</p> <p>DOK 2 I can distinguish between formal and informal speech. I can determine if formal or informal speech is appropriate in the context of a given situation.</p> <p>DOK 3 I can adapt speech to a given context or task when speaking. I can demonstrate correct use of formal English when appropriate while speaking.</p>
<p>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).</p>	<p>DOK 1 I can recognize pronouns: pronoun case (subjective, objective, possessive), intensive pronouns, vague pronouns, and shifts in pronoun number and person.</p>

<p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>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.* (DOK 3)</p>	<p>I can recognize variations from standard English.</p> <p>I can identify strategies to improve expression in language.</p> <p>DOK2</p> <p>I can demonstrate command of the conventions of standard English grammar and usage when writing.</p> <p>I can correct shifts in pronoun number and person.</p> <p>I can correct vague pronouns and improve expression in language using strategies.</p> <p>DOK3</p> <p>I can demonstrate command of the conventions of standard English grammar and usage when speaking.</p> <p>I can place pronouns in the proper case.</p> <p>I can use intensive pronouns.</p> <p>I can use correct pronoun number and person.</p> <p>I can use correct vague pronouns.</p> <p>I can recognize variations from standard English in their own and others' speaking.</p> <p>I can use strategies to improve expression in conventional language.</p>
<p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly. (DOK 1)</p>	<p>DOK1</p> <p>I can apply correct capitalization, punctuation, and spelling when writing.</p> <p>I can know rules for commas, parentheses, and dashes.</p> <p>I can use commas to set off nonrestrictive/parenthetical elements.</p> <p>I can use parentheses to set off nonrestrictive, parenthetical elements.</p> <p>I can use dashes to set off nonrestrictive, parenthetical elements.</p> <p>I can recall and apply spelling rules.</p> <p>I can identify and correct misspelled words.</p>
<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.* (DOK 3)</p>	<p>DOK1</p> <p>I can recognize conventions of language for: writing, speaking, reading, and listening.</p> <p>I can recognize various sentence patterns, style, and tone.</p> <p>DOK2</p> <p>I can apply knowledge of language when writing, reading and listening.</p> <p>I can apply knowledge of language conventions when writing, reading, and listening.</p>

	<p>I can determine when to vary sentence patterns for meaning, reading/listener interest, and style.</p> <p>I can maintain consistency in style and tone when writing.</p> <p>DOK3</p> <p>I can use knowledge of language when speaking.</p> <p>I can use knowledge of language conventions when speaking.</p> <p>I can vary sentence patterns for meaning, listener interest, and style while speaking.</p> <p>I can maintain consistency in style and tone while speaking.</p>
<p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>(DOK 2)</p>	<p>DOK1</p> <p>I can identify common context clues in text.</p> <p>I can identify Greek affixes and roots.</p> <p>I can identify Latin affixes and roots.</p> <p>I can recognize and use pronunciation symbols.</p> <p>I can use common reference materials to find the meaning of a word.</p> <p>I can consult print and digital reference materials to find the pronunciation of a word, clarify a word's precise meaning, and determine a word's part of speech.</p> <p>DOK2</p> <p>I can determine or clarify the meaning of an unknown or multiple meaning word by: using context as a clue to the overall meaning of a word or phrase, using Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>I can verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary.</p> <p>I can choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase.</p>
<p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words</p>	<p>DOK1</p> <p>I can interpret different types of figures of speech.</p> <p>I can distinguish among the different types of word relationships.</p> <p>I can define the terms denotations and connotations of words.</p> <p>DOK2</p> <p>I can analyze text to locate figures of speech and interpret meanings in context.</p>

<p>with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>) (DOK 2)</p>	<p>I can analyze the relationship between particular words for clarity. I can distinguish among the connotations of words with similar denotations.</p>
<p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. DOK2</p>	<p>DOK1 I can identify general academic and domain specific words and phrases that are grade appropriate. I can gather vocabulary knowledge when considering words and phrases important to comprehension or expression. DOK2 I can make meaning and use accurately words and phrases important to comprehension of expression. I can select appropriate resources to aid in gathering vocabulary knowledge.</p>