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ASSESSED THROUGHOUT THE YEAR

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Res
			SBAC Claims Link: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/ELA-Literacy-Content-Specifications.pdf				
6.RI.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	I can determine the meaning of words and phrases within a given text.(DOK 1) I can determine the meaning of figurative language, connotative and technical meanings.(DOK 2)		Figurative Connotative (implied meaning beyond the literal definition) Technical (written communication in fields with specialized vocabulary) meaning	Determine (DOK 2) (define)			
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 a specific word choice on	I can recognize figurative language and connotative meanings.(DOK 1) I can comprehend figurative language and connotative		Figurative Language (simile, metaphor, personification, hyperbole, assonance, alliteration) Connotative Language (implied meaning beyond the literal definition) Meaning	Determine (DOK 1) (define) Analyze (DOK 2) (explain and critique)			

meaning and tone.	meanings.(DOK 2) I can determine the meaning of words and phrases as they are used in a text.(DOK 2) I can analyze the impact of specific word choice on meaning and tone.(DOK 2) (AZ)	Tone	
6.RI.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**I can define textual evidence. (DOK 1) **I can cite textual evidence. (DOK 1) I can cite textual evidence to support my analysis of the text.(DOK 2) I can cite textual evidence to support my inferences.(DOK 3) (AZ)	Textual evidence (word for word support) Inferences	Cite to support analysis of text (DOK 2) (use quotes to support comprehension of text) Cite to support inferences drawn from the text (DOK 3) (use quotes to support inferences)
6.RL.1-Cite textual	**I can define textual	Textual evidence (direct quotes)	Cite to support

evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	evidence. (DOK 1) **I can cite textual evidence. (DOK 1) **I can define inference. (DOK 1) ** I can explain how a reader uses textural evidence to reach a logical conclusion (DOK 2) I can cite to support my analysis of a fictional text.(DOK 2) (AZ) I can cite evidence to support what the text says explicitly. (DOK 3) I can cite evidence to support my inferences.(DOK 3) (AZ)	Inference	analysis of text (DOK 2) (use quotes to support comprehension of text) Cite to support inferences drawn from the text (DOK 3) (use quotes to support inferences)
6.RL.10-By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6â€"8 text	I can recognize when the text I am reading is too difficult or too easy for me. I can determine reading		

complexity band proficiently, with scaffolding as needed at the high end of the range.	strategies (ex. ask questions, make connections, take notes, make inferences, visualize, reread) that will help me comprehend difficult texts.		
6.RI.10-By the end of the year, read and comprehend literary nonfiction in the grades 6â€"8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can recognize when the text I am reading is too difficult or too easy for me. I can determine reading strategies (ex. ask questions, make connections, take notes, make inferences, visualize, reread) that will help me comprehend difficult texts.		
6.L.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**I can identify conventions of standard English grammar and usage. (DOK 1) I can demonstrate command of conventions of standard English grammar and	Conventions Standard English grammar Usage	Demonstrate (DOK 2) (use)

usage when writing.
(DOK 2)

I can demonstrate command of conventions of standard English grammar and usage when speaking. (DOK 2)

6.L.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**I can identify when to use a capital letter according to the conventions of standard English. (DOK 1) **I can identify when to use punctuation according to the conventions of standard English. (DOK 1) **I can identify spelling rules according to the conventions of standard English. (DOK 1) I can demonstrate command of the conventions of standard English capitalization	Conventions of Standard English Capitalization Punctuation Spelling	Demonstrate (DOK 2) (show in writing)

when writing. (DOK 2)

I can demonstrate command of the conventions of standard English punctuation when writing. (DOK 2)

I can demonstrate command of the conventions of standard English spelling when writing. (DOK 2)

6.L.2b-Spell correctly.	I can spell correctly. (DOK 1)		Spell (DOK 1)
6.L.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**I can identify language and its conventions. (DOK 1)	Language conventions	Use (DOK 2) (apply)
	I can use knowledge of language and its conventions when writing. (DOK 2)		
	I can use knowledge of language and its conventions when speaking. (DOK 2)		
	I can use knowledge of language and its		

	conventions when reading. (DOK 2) I can use knowledge of language and its conventions when listening. (DOK 2)		
6.L.3b-Maintain consistency in style and tone.*	**I can identify the term style. (DOK 1) **I can show style in my writing. (DOK 2) I can maintain consistency in style. (DOK 3) **I can identify the term tone. (DOK 1) **I can show tone in my writing. (DOK 2) I can maintain consistency in tone. (DOK 3)	Consistency Style Tone	Maintain (DOK 3)
6.L.4-Determine or clarify the meaning of unknown and multiple-	** I can list strategies to identify the definition of unknown	Unknown words	Determine (DOK 2) (define)

meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

words and phrases. (DOK 1)

** I can identify unknown words and phrases. (DOK 1)

I can determine the meaning of unknown words based on grade 6 reading and content by using a range of strategies. (DOK 2)

I can determine the meaning of unknown phrases based on grade 6 reading and content by using a range of strategies. (DOK 2)

I can determine the meaning of multiple-meaning words based on grade 6 reading and content by using a range of strategies. (DOK 2)

I can determine the meaning of multiple-meaning phrases based on grade 6 reading and

Unknown phrases

Multiple-meaning words

Multiple-meaning phrases

Strategies

Clarify (DOK 2)

Choose flexibly DOK2)

content by using a range of strategies. (DOK 2)

I can clarify the meaning of unknown words based on grade 6 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of unknown phrases based on grade 6 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of multiple-meaning words based on grade 6 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of multiple-meaning phrases based on grade 6 reading and content by using a range of strategies.

(DOK 2)

6.L.4a-Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**I can identify how a context clue works. (DOK 1) I can use context as a clue to the meaning of a word. (DOK 2) **I can identify a phrase. (DOK 1) I can use context as a clue to the meaning of a phrase. (DOK 2)	Context Meaning Word Phrase	Use (DOK 2) (apply)
6.L.6-Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	I can acquire grade-appropriate general academic words and phrases. (DOK 1) I can use grade-appropriate general academic words and phrases. (DOK 2) I can acquire grade-appropriate domain-specific words and	General academic words Domain-specific words Domain-specific phrases Vocabulary Knowledge Comprehension Expression	Acquire (DOK 1) (accumulate) Use (DOK 2) Gather (DOK 3) (synthesize)

phrases. (DOK 1)

I can use grade-appropriate domain-specific words and phrases. (DOK 2)

I can gather vocabulary knowledge when considering a word important to comprehension. (DOK 3)

I can gather vocabulary knowledge when considering a phrase important to comprehension. (DOK 3)

I can gather vocabulary knowledge when considering a word important to expression. (DOK 3)

I can gather vocabulary knowledge when considering a phrase important to expression. (DOK 3)

WRITING ASSESSED THROUGHOUT THE YEAR

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Res
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.	I can develop and strengthen writing with some guidance and support from peers and adults by: -planning (DOK 2) -revising (DOK 3) -editing (DOK 3) -rewriting (DOK 3) -trying a new approach (DOK 2) ** I can identify purpose. (DOK 1) **I can write with purpose. (DOK 2) I can focus on how well purpose has been addressed. (DOK 3) **I can write for audience. (DOK 1) **I can write with an audience in mind. (DOK 2) I can focus on how well		Support from peers, supports from adults, new approaches, purpose, audience	Develop (DOK 2) Strengthen (DOK 3) Planning (DOK 2) Revising (DOK 3) Editing (DOK 3) Rewriting (DOK 3) Focus (self-assess) (DOK 3)			

audience has been
addressed. (DOK 3)

6.W.6-Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	I can use technology to produce writing. (DOK 1) I can use technology to publish writing. (DOK 1) I can use the internet to produce writing. (DOK 1) I can use the internet to publish writing. (DOK 1) I can use technology to interact and collaborate with others about writing. (DOK 2) I can use the internet to interact and collaborate with others about writing. (DOK 2) I can demonstrate command of keyboarding skills. (DOK 1) I can type a minimum of three pages in a	Technology, Internet, writing, keyboarding skills	Use Produce Publish Interact Collaborate Demonstrate Type

single sitting. (DOK 1)

6.W.7-Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**I can identify the steps to answer a research question. (DOK 1) **I can outline and summarize a response to answer a research question. (DOK 2) I can conduct a short research project to answer a question. (DOK 3) **I can identify possible sources (DOK 1) **I can identify appropriate sources related to the question. (DOK 2) **I can take notes and/or summarize information related to the question for the sources. (DOK 2) I can draw on several sources. (DOK 3) **I can identify the inquiry. (DOK 1)	Research project, question, sources, inquiry	Conduct to answer (DOK 3) Draw on (DOK 3) Refocus (DOK 3)

	I can identify when the inquiry is off topic. (DOK 2) I can refocus the inquiry when appropriate. (DOK 3)		
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 tasks, purposes, and audiences.	I can write routinely over extended time frames for for a range of discipline-specific tasks, purposes and audiences. (DOK 4) I can write routinely over a shorter time frame for a range of discipline-specific tasks, purposes and audiences. (DOK 3)	Time frames, discipline-specific tasks, purposes, audiences	Write
6.W.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.	**I can define evidence. (DOK 1)** **I can determine what evidence from a literacy or informational text supports my analysis. (DOK 2)** I can draw evidence to support evidence from literary or information texts to support	evidence, analysis, reflection, research, literacy text, informational text	Draw to support (DOK 3)

analysis.(DOK 3)

**I can define reflection. (DOK 1)
**I can determine what evidence from a literacy or informational text supports my reflection. (DOK 2)
I can draw evidence to support evidence from literary or information texts to support reflection (DOK 3)

**I can define research. (DOK 1)
**I can determine what evidence from a literacy or informational text supports my research. (DOK 2)
I can draw evidence to support evidence from literary or information texts to support research. (DOK 3)

6.W.9b-Apply grade 6 Reading standards to	I can apply grade 6 Reading Standards to	Reading Standards, literary nonfiction	Apply

literary nonfiction

literary nonfiction.
(DOK 3)

6.W.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 1â€"3 above.)

**I can brainstorm ideas appropriate to task and purpose. (DOK 1)

**I can connect ideas appropriate to task and purpose in a first draft. (DOK 2)

I can produce clear and coherent writing in which the development is appropriate to the task and purpose. (DOK 3)

** I can brainstorm ways to develop a topic appropriate to audience. (DOK 1)

**I can develop a first draft that is appropriate to the audience. (DOK 2)

I can produce clear and coherent writing in which the development is appropriate to the audience. (DOK 3)

**I can list ideas or words appropriate to

Writing, development, organization, style, task, Produce purpose, audience

task and purpose.
(DOK 1)
**I can use a graphic organizer appropriate to task and purpose.
(DOK 2)
**I can use the information from the graphic organizer to organize and write a first draft that is appropriate to the task and purpose. (DOK 2)
I can produce clear and coherent writing in which the organization is appropriate to the task and purpose.(DOK 3)

**I can list ideas or words appropriate to audience. (DOK 1)
**I can organize and write a first draft that is appropriate to audience. (DOK 2)
I can produce clear and coherent writing in which the organization is appropriate to the audience.(DOK 3)

**I can identify a variety of styles in other pieces of writing. (DOK 1)
**I can develop a first draft in which the style is appropriate to the task and purpose. (DOK 2)
I can produce clear and coherent writing in which the style is appropriate to the task and purpose. (DOK 3)

**I can brainstorm a variety of styles appropriate to audience. (DOK 1)
**I can develop a first draft in which the style is appropriate to the audience. (DOK 2)
I can produce clear and coherent writing in which the style is appropriate to the audience. (DOK 3)

How does understanding a text's structure and an author's purpose affect what we chose to read? ~ TRIMESTER ONE- ASSESSED IN NOVEMB

Standards	Enduring	Assessment Content	Skills	Examples Lessons Res

	Understandings (Learning Targets)		
6.RI.3-Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**I can identify how the author introduces, illustrates and elaborates on a key individual, event or idea. (DOK1) I can analyze how the author introduces, illustrates and elaborates on a key individual, event or idea. (DOK 2) **I can identify specific examples, anecdotes, and facts. (DOK 1) I can identify specific examples, anecdotes, and facts to give support to my analysis. (DOK 2)	Key individual Event Idea Examples Anecdotes	Analyze (DOK 2) (identify and explain)
6.RI.5-Analyze how a particular sentence, paragraph, chapter, or section fits into the	**I can identify the structure of the text. (DOK 1)	Sentence Paragraph	Analyze (DOK 3) (make connections in order to draw

			conclusions)
overall structure of a text and contributes to the development of the ideas.	I can analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of the text.(DOK 2) I can analyze how a particular sentence, paragraph, chapter, or section contributes to the development of ideas.(DOK 3)	Chapter Section Structure Development of ideas	
6.RI.2-Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	I can determine a central idea in a text.(DOK 1) I can prove with supporting details how the author conveys the central idea.(DOK 2) I can provide a summary stating the key points of the text without adding my own opinions or feelings.(DOK 2) (MH)	Central idea (main idea) Details Summary Opinion Judgement	Determine (DOK 2) (identify and prove with supporting details) Provide (DOK 2) (communicate)
6.RL.2-Determine a theme or central idea of a text and how it is	**I can define a theme or central idea. (DOK 1)	Theme Central idea	Determine (DOK 2) (state)

conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	I can determine a theme or a central idea in a text.(DOK 1) I can determine how a theme or central idea is conveyed through particular details (DOK 2) I can provide an objective summary of the text distinct from my own opinions or feelings.(DOK 2) (MH)	Details Summary Person opinion/judgment	Provide (DOK 2) (summarize)
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.	**I can define plot. (DOK 1) **I can identify episodes in the plot of a story. (DOK 1) I can describe how a particular story's plot unfolds in a series of episodes. (DOK 2) **I can identify how the characters respond or change in a story. (DOK 1)	Story Drama Plot Episode Characters' development	Describe (DOK 2) (trace)

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.	I can describe how the characters respond or change as the plot moves toward a resolution. (DOK 2) **I can identify sentence, chapter, scene, and stanza. (DOK 1) **I can identify theme, setting and plot. (DOK 1) I can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.(DOK 2) I can analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot. (DOK 2)	Sentence Chapter Scene Stanza Structure Theme Setting Plot	Analyze (DOK 2) (explain)

Speaking and Listening ~ TRIMESTER ONE- ASSESSED IN NOVEMBER

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Res...
6.SL.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	I can engage in one-on-one discussions.(DOK 1) I can engage in group discussions. (DOK 1) I can engage in teacher-led discussions.(DOK 1) ** I can listen to others' ideas. (DOK 1) **I can paraphrase others' ideas to show understanding. (DOK 2) (DH) ** I can form an idea based on the discussion. (DOK 3) I can build on others' ideas. (DOK 3) I can express my own ideas clearly. (DOK 3)		Discussions (one-on-one, in groups, and teacher-led) Topics Texts Issues Others' ideas	Engage (DOK 1) (participate) Build on others ideas (DOK 3) (explain, generalize, connect) Express own ideas clearly (DOK 3) (synthesize and communicate)			

6.SL.1a-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**I can select appropriate evidence. (DOK 1) I can come to discussion prepared, having read or studied the required material. (DOK 1) I can explicitly draw on my preparation by referring to evidence on the topic, text or issue. (DOK 2) I can explicitly draw on my preparation to probe the topic, text or issue under discussion. (DOK 3) I can explicitly draw on my preparation to reflect on the topic, text or issue under discussion. (DOK 3)	Material under study Evidence (prepared material on topic, text, or issue) Ideas under discussion	Come prepared (DOK 1) (having read/studied) Explicitly draw on (DOK 2) (support with evidence from the material) Refer to evidence (DOK 1) (point out) Probe (DOK 3) (investigate more deeply) Reflect (DOK 3) (synthesize and communicate)
6.SL.1b-Follow rules for collegial discussions, set specific	**I can state the rules for collegial discussions. (DOK 1)	Rules for collegial discussion Goals	Follow (DOK 1)

goals and deadlines, and define individual roles as needed.	I can follow rules for collegial discussions. (DOK 1)	Deadlines	Set (DOK 3) (reasoning and planning)
		Roles	
	**I can identify the end goal. (DOK 1)		Define (DOK 1) (assign task)
	I can set specific goals. (DOK 3)		
	I can set specific deadlines. (DOK 3)		
	I can define individual roles as needed. (DOK 1)		
6.SL.1c-Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	I can pose specific questions with elaboration and detail.(DOK 2)	Questions with elaboration and detail	Pose (DOK 2) (ask)
		Comments	Respond (DOK 2) (answer)
	I can respond to specific questions with elaboration and detail.(DOK 2)	Topic	
		Text	
	I can pose comments that contribute to the topic, text, or issue under discussion.(DOK	Issue	

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6.SL.1d-Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	I can review the key idea expressed. (DOK 1) I can demonstrate understanding of multiple perspectives through reflection. (DOK 2) I can demonstrate understanding of multiple perspectives through paraphrasing. (DOK 3)	Key ideas Understanding Perspectives	Review (DOK 1) (identify) Demonstrate (DOK 2) (show) Reflection (DOK 2) (interpret) Paraphrasing (DOK 3) (synthesize and explain)
6.SL.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 on page 52 for specific expectations.) Language Usage	I can adapt speech to a variety of contexts and tasks. (DOK 3) I can demonstrate command of formal English. (DOK 2)	Speech Content Tasks Formal English	Adapt (DOK 3) (interpret and apply) Demonstrate (DOK 2) (speak)

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Res
6.L.1a-Ensure that pronouns are in the proper case (subjective, objective, possessive).	**I can identify subjective pronouns are in the proper case. (DOK 1) **I can identify objective pronouns are in the proper case. (DOK 1) **I can identify possessive pronouns are in the proper case. (DOK 1) I can ensure that subjective pronouns are in the proper case. (DOK 2) I can ensure that objective pronouns are in the proper case. (DOK 2) I can ensure that possessive pronouns are in the proper case.		Subjective pronouns Objective pronouns Possessive pronouns	Ensure (DOK 2) (confirm)			

(DOK 2)

6.L.1b-Use intensive pronouns (e.g., myself, ourselves).	**I can identify intensive pronouns. (DOK 1) I can use intensive pronouns. (DOK 2)	Intensive pronouns	Use (DOK 2)
6.L.1c-Recognize and correct inappropriate shifts in pronoun number and person.*	**I can identify pronoun number and person. (DOK 1) I can recognize inappropriate shifts in pronoun number and person. (DOK 1) I can correct inappropriate shifts in pronoun number and person. (DOK 2)	Shifts Pronoun number Pronoun person	Recognize (DOK 1) (identify) Correct (DOK 2)
6.L.1d-Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	** I can recognize a pronoun. (DOK 1) I can recognize vague pronouns. (DOK 1) I can correct vague	Vague pronouns	Recognize (DOK 1) (identify) Correct (DOK 2)

pronouns. (DOK 2)

Standards	Enduring Understandings (Learning Targets)	Content	Skills
6.L.5b-Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	** I can identify cause/effect relationships between words. (DOK 1) ** I can identify part/whole relationships between words. (DOK 1) ** I can identify item/category relationships between words. (DOK 1) I can use the relationship between particular words to better understand each of the words. (DOK 2	Word Relationships Cause/effect Part/whole Item/category	Use (DOK 2)

Writing ~ To Be Assessed in November

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Res
6.W.2-Write informative/explanatory texts to examine a topic and convey ideas, concepts, and	I can select relevant content. (DOK 2) I can organize relevant		Informative/explanatory text, topic, ideas, concepts, information,	Write (DOK 4) Examine (DOK 4)			http

information through the selection, organization, and analysis of relevant content.	content. (DOK 2) I can analyze relevant content. (DOK 3) I can write to convey an idea. (DOK 3) I can write to convey a concept. (DOK 3) I can write to convey information. (DOK 3) I can write informative/explanatory text to examine a topic. (DOK 4)		Convey (DOK 4)
6.W.2a-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	I can introduce a topic. (DOK 2) I can organize ideas using the strategies of (DOK 2) -definition -classification -comparison/contrast -cause/effect I can include multimedia when useful	Topic, ideas, concepts, information, definition, classification, comparison/contrast, cause/effect, formatting, graphics, multimedia, comprehension	Introduce Organize Include to aid

when useful to aiding comprehension.	to aiding comprehension. (DOK 3)		
6.W.2b-Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	I can develop the topic with relevant facts. (DOK 3) I can develop the topic with definitions. (DOK 3) I can develop the topic with concrete details. (DOK 3) I can develop the topic with quotations. (DOK 3) I can develop the topic with information. (DOK 3) I can develop the topic with examples. (DOK 3)	Facts, definitions, details, quotations, information, examples	Develop (support)
6.W.2c-Use appropriate transitions to clarify the relationships among	I can use appropriate transitions to clarify relationships among	Transitions, relationships, ideas, concepts	Use

ideas and concepts.	ideas and concepts. (DOK 2)		Clarify
6.W.2d-Use precise language and domain-specific vocabulary to inform about or explain the topic.	I can use precise language to inform about the topic. (DOK 2)	Language, domain-specific vocabulary, topic	Use to inform
	I can use precise language to explain the topic. (DOK 2)		Ue to explain
	I can use domain-specific vocabulary to inform about the topic. (DOK 2)		
	I can use domain-specific vocabulary to explain the topic. (DOK 2)		
6.W.2e-Establish and maintain a formal style.	I can establish a formal style. (DOK 3)	formal style	Establish
	I can maintain a formal style. (DOK 3)		Maintain
6.W.2f-Provide a concluding statement or	I can provide a concluding statement or	Concluding statement, concluding section, information, explanation	Provide

section that follows from the information or explanation presented.	section. (DOK 2) I can provide a concluding statement or section that follows from the information presented. (DOK 3) I can provide a concluding statement or section that follows from the explanation presented. (DOK 3)	

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ASSESSED THROUGHOUT THE YEAR

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Exampl
			SBAC Claims Link: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/ELA-Literacy-Content-Specifications.pdf		
6.RI.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	I can determine the meaning of words and phrases within a given text.(DOK 1) I can determine the meaning of figurative language, connotative and technical meanings.(DOK		Figurative Connotative (implied meaning beyond the literal definition) Technical (written communication in fields with specialized vocabulary) meaning	Determine (DOK 2) (define)	

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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 a specific word choice on meaning and tone.	I can recognize figurative language and connotative meanings.(DOK 1) I can comprehend figurative language and connotative meanings.(DOK 2) I can determine the meaning of words and phrases as they are used in a text.(DOK 2) I can analyze the impact of specific word choice on meaning and tone.(DOK 2) (AZ)	Figurative Language (simile, metaphor, personification, hyperbole, assonance, alliteration) Connotative Language (implied meaning beyond the literal definition) Meaning Tone	Determine (DOK 1) (define) Analyze (DOK 2) (explain and critique)
6.RI.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**I can define textual evidence. (DOK 1) **I can cite textual evidence. (DOK 1) I can cite textual evidence to support my analysis of the text.(DOK 2)	Textual evidence (word for word support) Inferences	Cite to support analysis of text (DOK 2) (use quotes to support comprehension of text) Cite to support inferences

	I can cite textual evidence to support my inferences.(DOK 3) (AZ)		drawn from the text (DOK 3) (use quotes to support inferences)
6.RL.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**I can define textual evidence. (DOK 1) **I can cite textual evidence. (DOK 1) **I can define inference. (DOK 1) ** I can explain how a reader uses textural evidence to reach a logical conclusion (DOK 2) I can cite to support my analysis of a fictional text.(DOK 2) (AZ) I can cite evidence to support what the text says explicitly. (DOK 3) I can cite evidence to support my	Textual evidence (direct quotes) Inference	Cite to support analysis of text (DOK 2) (use quotes to support comprehension of text) Cite to support inferences drawn from the text (DOK 3) (use quotes to support inferences)

	inferences.(DOK 3) (AZ)		
6.RL.10-By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6â€"8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can recognize when the text I am reading is too difficult or too easy for me. I can determine reading strategies (ex. ask questions, make connections, take notes, make inferences, visualize, reread) that will help me comprehend difficult texts.		
6.RI.10-By the end of the year, read and comprehend literary nonfiction in the grades 6â€"8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can recognize when the text I am reading is too difficult or too easy for me. I can determine reading strategies (ex. ask questions, make connections, take notes, make inferences, visualize, reread) that will help me comprehend difficult texts.		
6.L.1-Demonstrate command of the conventions of standard English grammar and usage when writing or	**I can identify conventions of standard English grammar and usage. (DOK 1)	Conventions Standard English grammar Usage	Demonstrate (DOK 2) (use)

speaking.

I can demonstrate command of conventions of standard English grammar and usage when writing. (DOK 2)

I can demonstrate command of conventions of standard English grammar and usage when speaking. (DOK 2)

6.L.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**I can identify when to use a capital letter according to the conventions of standard English. (DOK 1) **I can identify when to use punctuation according to the conventions of standard English. (DOK 1) **I can identify spelling rules according to the conventions of standard English. (DOK 1) I can demonstrate command of the conventions of standard	Conventions of Standard English Capitalization Punctuation Spelling	Demonstrate (DOK 2) (show in writing)

English capitalization
when writing. (DOK 2)

I can demonstrate
command of the
conventions of standard
English punctuation when
writing. (DOK 2)

I can demonstrate
command of the
conventions of standard
English spelling when
writing. (DOK 2)

6.L.2b-Spell correctly.	I can spell correctly. (DOK 1)		Spell (DOK 1)
6.L.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**I can identify language and its conventions. (DOK 1) I can use knowledge of language and its conventions when writing. (DOK 2) I can use knowledge of language and its conventions when speaking. (DOK 2) I can use knowledge of	Language conventions	Use (DOK 2) (apply)

	language and its conventions when reading. (DOK 2) I can use knowledge of language and its conventions when listening. (DOK 2)		
6.L.3b-Maintain consistency in style and tone.*	**I can identify the term style. (DOK 1) **I can show style in my writing. (DOK 2) I can maintain consistency in style. (DOK 3) **I can identify the term tone. (DOK 1) **I can show tone in my writing. (DOK 2) I can maintain consistency in tone. (DOK 3)	Consistency Style Tone	Maintain (DOK 3)
6.L.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based	** I can list strategies to identify the definition of unknown words and phrases. (DOK 1)	Unknown words Unknown phrases	Determine (DOK 2) (define)

on grade 6 reading and content, choosing flexibly from a range of strategies.

** I can identify unknown words and phrases. (DOK 1)

I can determine the meaning of unknown words based on grade 6 reading and content by using a range of strategies. (DOK 2)

I can determine the meaning of unknown phrases based on grade 6 reading and content by using a range of strategies. (DOK 2)

I can determine the meaning of multiple-meaning words based on grade 6 reading and content by using a range of strategies. (DOK 2)

I can determine the meaning of multiple-meaning phrases based on grade 6 reading and content by using a range of strategies. (DOK 2)

Multiple-meaning words

Multiple-meaning phrases

Strategies

Clarify (DOK 2)

Choose flexibly DOK2)

I can clarify the meaning of unknown words based on grade 6 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of unknown phrases based on grade 6 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of multiple-meaning words based on grade 6 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of multiple-meaning phrases based on grade 6 reading and content by using a range of strategies. (DOK 2)

6.L.4a-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	**I can identify how a context clue works. (DOK 1) I can use context as a clue to the meaning of a word.	Context Meaning Word	Use (DOK 2) (apply)

phrase.	(DOK 2)	Phrase	
	**I can identify a phrase. (DOK 1)		
	I can use context as a clue to the meaning of a phrase. (DOK 2)		
6.L.6-Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	I can acquire grade-appropriate general academic words and phrases. (DOK 1)

I can use grade-appropriate general academic words and phrases. (DOK 2)

I can acquire grade-appropriate domain-specific words and phrases. (DOK 1)

I can use grade-appropriate domain-specific words and phrases. (DOK 2)

I can gather vocabulary knowledge when considering a word important to | General academic words

Domain-specific words

Domain-specific phrases

Vocabulary Knowledge

Comprehension

Expression | Acquire (DOK 1) (accumulate)

Use (DOK 2)

Gather (DOK 3) (synthesize) |

comprehension. (DOK 3)

I can gather vocabulary knowledge when considering a phrase important to comprehension. (DOK 3)

I can gather vocabulary knowledge when considering a word important to expression. (DOK 3)

I can gather vocabulary knowledge when considering a phrase important to expression. (DOK 3)

WRITING ASSESSED THROUGHOUT THE YEAR

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Exampl
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.	I can develop and strengthen writing with some guidance and support from peers and adults by: -planning (DOK 2) -revising (DOK 3) -editing (DOK 3) -rewriting (DOK 3)		Support from peers, supports from adults, new approaches, purpose, audience	Develop (DOK 2) Strengthen (DOK 3) Planning (DOK	

-trying a new approach (DOK 2)

** I can identify purpose. (DOK 1)
**I can write with purpose. (DOK 2)
I can focus on how well purpose has been addressed. (DOK 3)

**I can write for audience. (DOK 1)
**I can write with an audience in mind. (DOK 2)
I can focus on how well audience has been addressed. (DOK 3)

2)

Revising (DOK 3)

Editing (DOK 3)

Rewriting (DOK 3)

Focus (self-assess) (DOK 3)

6.W.6-Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

I can use technology to produce writing. (DOK 1)
I can use technology to publish writing. (DOK 1)

I can use the internet to produce writing. (DOK 1)
I can use the internet to publish writing. (DOK 1)

I can use technology to interact and collaborate

Technology, Internet, writing, keyboarding skills

Use

Produce

Publish

Interact

Collaborate

Demonstrate

			Type
	with others about writing. (DOK 2) I can use the internet to interact and collaborate with others about writing. (DOK 2)		
	I can demonstrate command of keyboarding skills. (DOK 1) I can type a minimum of three pages in a single sitting. (DOK 1)		
6.W.7-Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**I can identify the steps to answer a research question. (DOK 1) **I can outline and summarize a response to answer a research question. (DOK 2) I can conduct a short research project to answer a question. (DOK 3) **I can identify possible sources (DOK 1) **I can identify appropriate sources related to the question. (DOK 2) **I can take notes and/or summarize information	Research project, question, sources, inquiry	Conduct to answer (DOK 3) Draw on (DOK 3) Refocus (DOK 3)

	related to the question for the sources. (DOK 2) I can draw on several sources. (DOK 3) **I can identify the inquiry. (DOK 1) **I can identify when the inquiry is off topic. (DOK 2) I can refocus the inquiry when appropriate. (DOK 3)		
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 tasks, purposes, and audiences.	I can write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences. (DOK 4) I can write routinely over a shorter time frame for a range of discipline-specific tasks, purposes and audiences. (DOK 3)	Time frames, discipline-specific tasks, purposes, audiences	Write
6.W.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.	**I can define evidence. (DOK 1) **I can determine what evidence from a literacy or informational text supports my analysis. (DOK 2) I can draw evidence to	evidence, analysis, reflection, research, literacy text, informational text	Draw to support (DOK 3)

support evidence from literary or information texts to support analysis.(DOK 3)

**I can define reflection. (DOK 1)
**I can determine what evidence from a literacy or informational text supports my reflection. (DOK 2)
I can draw evidence to support evidence from literary or information texts to support reflection (DOK 3)

**I can define research. (DOK 1)
**I can determine what evidence from a literacy or informational text supports my research. (DOK 2)
I can draw evidence to support evidence from literary or information texts to support research. (DOK 3)

6.W.9b-Apply grade 6 Reading standards to literary nonfiction	I can apply grade 6 Reading Standards to literary nonfiction. (DOK	Reading Standards, literary nonfiction	Apply

3)	
6.W.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 1â€"3 above.)	**I can brainstorm ideas appropriate to task and purpose. (DOK 1) **I can connect ideas appropriate to task and purpose in a first draft. (DOK 2) I can produce clear and coherent writing in which the development is appropriate to the task and purpose. (DOK 3) ** I can brainstorm ways to develop a topic appropriate to audience. (DOK 1) **I can develop a first draft that is appropriate to the audience. (DOK 2) I can produce clear and coherent writing in which the development is appropriate to the audience. (DOK 3) **I can list ideas or words appropriate to task and purpose. (DOK 1) **I can use a graphic organizer appropriate to task and purpose. (DOK 2)	Writing, development, organization, style, task, Produce purpose, audience

**I can use the information from the graphic organizer to organize and write a first draft that is appropriate to the task and purpose. (DOK 2)
I can produce clear and coherent writing in which the organization is appropriate to the task and purpose.(DOK 3)

**I can list ideas or words appropriate to audience. (DOK 1)
**I can organize and write a first draft that is appropriate to audience. (DOK 2)
I can produce clear and coherent writing in which the organization is appropriate to the audience.(DOK 3)

**I can identify a variety of styles in other pieces of writing. (DOK 1)
**I can develop a first draft in which the style is appropriate to the task and purpose. (DOK 2)

I can produce clear and coherent writing in which the style is appropriate to the task and purpose. (DOK 3)

**I can brainstorm a variety of styles appropriate to audience. (DOK 1)
**I can develop a first draft in which the style is appropriate to the audience. (DOK 2)
I can produce clear and coherent writing in which the style is appropriate to the audience. (DOK 3)

How does the way in which content is presented and supported change how we connect with it? ~ TRIMESTER TWO- ASSESSED IN MARCH

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Exampl
6.RI.2-Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	I can determine a central idea in a text.(DOK 1) I can prove with supporting details how the author conveys the central idea.(DOK 2) I can provide a summary		Central idea (main idea) Details Summary Opinion Judgement	Determine (DOK 2) (identify and prove with supporting details) Provide (DOK 2)	

	stating the key points of the text without adding my own opinions or feelings.(DOK 2) (MH)		(communicate)
6.RI.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.	** I can identify information presented in different formats. (DOK 1) **I can synthesize information presented in different formats.(DOK 2) I can synthesize information presented in different formats to develop a complete and logical understanding of a topic or issue.(DOK 3)	Information Media Formats (visually, quantitatively) Topic Issue	Integrate (DOK 3) (synthesize) Develop (DOK 3)
6.RI.8-Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	**I can identify an argument in a text. (DOK 1) **I can identify specific claims in a text. (DOK 1) I can trace an argument and specific claims in a text. (DOK 2) I can evaluate an argument and specific claims in a	Argument (position) Claim (perceived result) Reasons (facts) Evidence (proof) Claim	Trace (DOK 2) (locate specific claims) Evaluate (DOK 3) (explain) Distinguish (DOK 2) (sort)

text. (DOK 3)

**I can identify the difference between reasons (facts) and opinions. (DOK 1)

I can distinguish claims that are supported by reasons (facts) and those that are opinions.(DOK 2)

6.RL.2-Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	**I can define a theme or central idea. (DOK 1) I can determine a theme or a central idea in a text.(DOK 1) I can determine how a theme or central idea is conveyed through particular details (DOK 2) I can provide an objective summary of the text distinct from my own opinions or feelings.(DOK 2) (MH)	Theme Central idea Details Summary Personal opinion/judgment	Determine (DOK 2) (state) Provide (DOK 2) (summarize)
6.RL.7-Compare and contrast the experience of reading a story, drama, or	** I can define what it means to visualize. (DOK 1)	LIterature (text) Literature (audio/visual)	Compare and contrast (DOK 2)

poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they â€œseeâ€ and â€œhearâ€ when reading the text to what they perceive when they listen or watch.

I can compare and contrast the reading of a story, drama, or poem to listening to audio, filmed, staged, or multimedia version.(DOK 2)

Speaking and Listening ~ TRIMESTER TWO- ASSESSED IN MARCH

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Exampl
6.SL.2-Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	I can interpret information presented in diverse media and formats. (DOK 2) I can explain how it contributes to a topic, text, or issue. (DOK 3)		Information Media Formats (visually, quantitatively, orally) Topic Text Issue	Interpret (DOK 2) (understand) Explain (DOK 3) (apply understanding)	
6.SL.5-Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	I can include multimedia components in presentations to clarify information.(DOK 2) I can include visual displays in presentations to clarify information.(DOK		Multimedia components (e.g., graphics, images, music, sound) Visual displays	Include (DOK 2) (select) Clarify (DOK 2) (make clear)	

2)

Language Usage ~ TRIMESTER TWO- ASSESSED IN MARCH

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Exampl
6.L.1e-Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	** I can identify standard English. (DOK 1) I can recognize variations from standard English in my own and others' writing and speaking. (DOK 2) **I can identify strategies to improve expression in conventional language. (DOK 1) I can use strategies to improve expression in conventional language. (DOK 2)		Variations of Standard English Writing Speaking Strategies Expression Conventional language	Recognize (DOK 2) (compare and interpret) Identify (DOK 1) Use (DOK 2) (select and apply)	
6.L.2a-Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	** I can identify nonrestrictive/parenthetical elements. (DOK 1) ** I can identify when to use a comma. (DOK 1)		Punctuation Nonrestrictive/parenthetical elements	Use (DOK 2)	

** I can identify when to use parentheses. (DOK 1)

** I can identify when to use dashes. (DOK 1)

I can use punctuation to set off nonrestrictive/parenthetical elements. (DOK 2)

6.L.4b-Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	**I can identify Greek affixes and roots (DOK 1) **I can explain how Greek affixes and roots change the meaning of words. (DOK 1) I can use Greek affixes and roots as clues to determine the meaning of words. (DOK 2) **I can identify Latin affixes and roots (DOK 1) **I can explain how Latin affixes and roots change the meaning of words. (DOK 1) I can use Latin affixes and roots as clues to determine	Greek affixes Greek roots Latin affixes Latin roots	Use (DOK 2) (apply)

the meaning of words.
(DOK 2)

6.L.4c-Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	I can consult reference materials, both print and digital, to find the pronunciation of a word. (DOK 1) I can consult reference materials, both print and digital, to determine the precise meaning of a word. (DOK 1) I can consult reference materials, both print and digital, to clarify the precise meaning of a word. (DOK 1) I can consult reference materials, both print and digital, to determine the part of speech of a word. (DOK 1)	Reference materials (print and digital) Pronunciation Precise meaning Part of speech	Consult (DOK 1) Find (DOK 1) Clarify (DOK 1) Determine (DOK 1) (identify)
6.L.4d-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a	I can verify the preliminary determination of the meaning of a word. (DOK 1) I can verify the	Preliminary determination Meaning of a word Meaning of a phrase	Verify (DOK 1) (check)

dictionary). | preliminary determination of the meaning of a phrase. (DOK 1)

Writing ~ To Be Assessed in March

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Exampl
6.W.1-Write arguments to support claims with clear reasons and relevant evidence.	**I can list or brainstorm basic ideas about a topic. (DOK 1) **I can draft notes, outlines or simple summaries to connect ideas. (DOK 2) **I can write arguments.(DOK 3) I can write arguments using clear reasons and relevant evidence to support my claims. (DOK 4)		Argument, claims, reasons, evidence	Write to support (DOK 4)	
6.W.1a-Introduce claim(s) and organize the reasons and evidence clearly.	I can introduce claims. (DOK 2) I can organize reasons. (DOK 2) I can organize		Claims, reasons, evidence	Introduce (state) Organize (structure)	

evidence. (DOK 2)

6.W.1b-Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	I can support claims with logical reasoning. (DOK 3) I can support claim with relevant evidence. (DOK 3) I can identify accurate and credible sources. (DOK 1) I can select accurate and credible sources. (DOK 2) I can use accurate and credible sources. (DOK 3) I can demonstrate understanding of a topic. (DOK 2) I can demonstrate understanding of a text. (DOK 2)	Claims, reasoning, evidence, sources, understanding of topic, understanding of text	Support (justify) Use (select) Demonstrate (show)
6.W.1c-Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	I can use words, phrases and clauses in my writing. (DOK 1) I can use words, phrases	words, phrases, clauses, relationships, claims, reasons	Use Clarify (make clear)

	and clauses to clarify relationships. (DOK 2) I can use words, phrases and clauses to clarify relationships among claims. (DOK 3) I can use words, phrases and clauses to clarify relationships among reasons. (DOK 3)		
6.W.1d-Establish and maintain a formal style.	I can establish a formal style. (DOK 3) I can maintain a formal style. (DOK 3)	formal style	Establish Maintain
6.W.1e-Provide a concluding statement or section that follows from the argument presented.	I can provide a concluding statement or section. (DOK 2) I can provide a concluding statement or section that follows from the argument presented. (DOK 3) I can provide a concluding statement or section that follows from the statement	Concluding statement, concluding section, argument	Provide

presented. (DOK 3)

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.	**I can find multiple print sources. (DOK 1) **I can determine if the print source is relevant. (DOK 2) I can gather relevant information from multiple print sources. (DOK 2) **I can find multiple digital sources. (DOK 1) **I can determine if the digital source is relevant. (DOK 2) I can gather relevant information from multiple digital sources. (DOK 2) **I can define what makes a source credible. (DOK 1) **I can compare the source to the criteria of a credible source. (DOK 2) I can assess the credibility of each source. (DOK 3) **I can define how to quote from a source. (DOK) **I can define how to	Information, print sources, digital sources, credibility, data, conclusion (a judgement or decision reached by reasoning), plagiarism, bibliographic information	Gather (DOK 2) Assess (DOK 3) Quote (DOK 2) Paraphrase (DOK 2) Provide (DOK 1)

paraphrase from a source. (DOK)

**I can define the term data. (DOK 1)

I can quote or paraphrase the data of others. (DOK 2)

**I can define the term conclusion. (DOK 1)

**I can determine when someone is drawing a conclusion. (DOK 2)

I can quote or paraphrase the conclusions of others. (DOK 2)

I can avoid plagiarism. (DOK 1)

I can provide basic bibliographic information for sources. (DOK 1)

March

ASSESSED THROUGHOUT THE YEAR

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
			SBAC Claims Link: http://www.smarterbalanced.org/wordpress/wp-		

		content/uploads/2011/12/ELA-Literacy-Content-Specifications.pdf	
6.RI.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	I can determine the meaning of words and phrases within a given text.(DOK 1)

I can determine the meaning of figurative language, connotative and technical meanings.(DOK 2) | Figurative

Connotative (implied meaning beyond the literal definition)

Technical (written communication in fields with specialized vocabulary) meaning | Determine (DOK 2) (define) |
| 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 a specific word choice on meaning and tone. | I can recognize figurative language and connotative meanings.(DOK 1)

I can comprehend figurative language and connotative meanings.(DOK 2)

I can determine the meaning of words and phrases as they are used in a text.(DOK 2)

I can analyze the impact of specific | Figurative Language (simile, metaphor, personification, hyperbole, assonance, alliteration)

Connotative Language (implied meaning beyond the literal definition)

Meaning

Tone | Determine (DOK 1) (define)

Analyze (DOK 2) (explain and critique) |

word choice on meaning and tone.(DOK 2) (AZ)

6.RI.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**I can define textual evidence. (DOK 1) **I can cite textual evidence. (DOK 1) I can cite textual evidence to support my analysis of the text.(DOK 2) I can cite textual evidence to support my inferences.(DOK 3) (AZ)	Textual evidence (word for word support) Inferences	Cite to support analysis of text (DOK 2) (use quotes to support comprehension of text) Cite to support inferences drawn from the text (DOK 3) (use quotes to support inferences)
6.RL.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**I can define textual evidence. (DOK 1) **I can cite textual evidence. (DOK 1) **I can define inference. (DOK 1)	Textual evidence (direct quotes) Inference	Cite to support analysis of text (DOK 2) (use quotes to support comprehension of text) Cite to support inferences drawn

from the text (DOK 3) (use quotes to support inferences)

** I can explain how a reader uses textural evidence to reach a logical conclusion (DOK 2)

I can cite to support my analysis of a fictional text.(DOK 2) (AZ)

I can cite evidence to support what the text says explicitly. (DOK 3)

I can cite evidence to support my inferences.(DOK 3) (AZ)

6.RL.10-By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6â€"8 text complexity band proficiently, with scaffolding as

I can recognize when the text I am reading is too difficult or too easy for me.

I can determine reading strategies (ex. ask questions, make connections, take notes, make inferences,

needed at the high end of the range.	visualize, reread) that will help me comprehend difficult texts.		
6.RI.10-By the end of the year, read and comprehend literary nonfiction in the grades 6â€"8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can recognize when the text I am reading is too difficult or too easy for me. I can determine reading strategies (ex. ask questions, make connections, take notes, make inferences, visualize, reread) that will help me comprehend difficult texts.		
6.L.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**I can identify conventions of standard English grammar and usage. (DOK 1) I can demonstrate command of conventions of standard English grammar and usage	Conventions Standard English grammar Usage	Demonstrate (DOK 2) (use)

when writing.
(DOK 2)

I can demonstrate command of conventions of standard English grammar and usage when speaking. (DOK 2)

6.L.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**I can identify when to use a capital letter according to the conventions of standard English. (DOK 1) **I can identify when to use punctuation according to the conventions of standard English. (DOK 1) **I can identify spelling rules according to the conventions of standard English.	Conventions of Standard English Capitalization Punctuation Spelling	Demonstrate (DOK 2) (show in writing)

(DOK 1)

I can demonstrate command of the conventions of standard English capitalization when writing. (DOK 2)

I can demonstrate command of the conventions of standard English punctuation when writing. (DOK 2)

I can demonstrate command of the conventions of standard English spelling when writing. (DOK 2)

6.L.2b-Spell correctly.	I can spell correctly. (DOK 1)		Spell (DOK 1)
6.L.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**I can identify language and its conventions. (DOK 1) I can use knowledge of language and its	Language conventions	Use (DOK 2) (apply)

conventions when writing. (DOK 2)

I can use knowledge of language and its conventions when speaking. (DOK 2)

I can use knowledge of language and its conventions when reading. (DOK 2)

I can use knowledge of language and its conventions when listening. (DOK 2)

6.L.3b-Maintain consistency in style and tone.*	**I can identify the term style. (DOK 1) **I can show style in my writing. (DOK 2) I can maintain consistency in style. (DOK 3) **I can identify the term tone. (DOK 1)	Consistency Style Tone	Maintain (DOK 3)

**I can show tone in my writing. (DOK 2)

I can maintain consistency in tone. (DOK 3)

6.L.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	** I can list strategies to identify the definition of unknown words and phrases. (DOK 1) ** I can identify unknown words and phrases. (DOK 1) I can determine the meaning of unknown words based on grade 6 reading and content by using a range of strategies. (DOK 2) I can determine the meaning of unknown phrases based on grade 6 reading and content by using a range of	Unknown words Unknown phrases Multiple-meaning words Multiple-meaning phrases Strategies	Determine (DOK 2) (define) Clarify (DOK 2) Choose flexibly DOK2)

strategies. (DOK 2)

I can determine the meaning of multiple-meaning words based on grade 6 reading and content by using a range of strategies. (DOK 2)

I can determine the meaning of multiple-meaning phrases based on grade 6 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of unknown words based on grade 6 reading and content by using a range of strategies. (DOK 2)

I can clarify the meaning of unknown phrases based on grade 6 reading and content

by using a range of
strategies. (DOK 2)

I can clarify the
meaning of
multiple-meaning
words based on
grade 6 reading and
content by using a
range of strategies.
(DOK 2)

I can clarify the
meaning of
multiple-meaning
phrases based on
grade 6 reading and
content by using a
range of strategies.
(DOK 2)

6.L.4a-Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**I can identify how a context clue works. (DOK 1) I can use context as a clue to the meaning of a word. (DOK 2) **I can identify a phrase. (DOK 1)	Context Meaning Word Phrase	Use (DOK 2) (apply)

I can use context as a clue to the meaning of a phrase. (DOK 2)

6.L.6-Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	I can acquire grade-appropriate general academic words and phrases. (DOK 1)

I can use grade-appropriate general academic words and phrases. (DOK 2)

I can acquire grade-appropriate domain-specific words and phrases. (DOK 1)

I can use grade-appropriate domain-specific words and phrases. (DOK 2)

I can gather vocabulary knowledge when considering a word important to comprehension. | General academic words

Domain-specific words

Domain-specific phrases

Vocabulary Knowledge

Comprehension

Expression | Acquire (DOK 1) (accumulate)

Use (DOK 2)

Gather (DOK 3) (synthesize) |

(DOK 3)

I can gather
vocabulary
knowledge when
considering a phrase
important to
comprehension.
(DOK 3)

I can gather
vocabulary
knowledge when
considering a word
important to
expression. (DOK
3)

I can gather
vocabulary
knowledge when
considering a phrase
important to
expression. (DOK
3)

WRITING ASSESSED THROUGHOUT THE YEAR

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
6.W.5-With some	I can develop and		Support from peers, supports from adults, new	Develop (DOK 2)	

guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	strengthen writing with some guidance and support from peers and adults by: -planning (DOK 2) -revising (DOK 3) -editing (DOK 3) -rewriting (DOK 3) -trying a new approach (DOK 2) ** I can identify purpose. (DOK 1) **I can write with purpose. (DOK 2) I can focus on how well purpose has been addressed. (DOK 3) **I can write for audience. (DOK 1) **I can write with an audience in mind. (DOK 2) I can focus on how well audience has been addressed. (DOK 3)	approaches, purpose, audience	Strengthen (DOK 3) Planning (DOK 2) Revising (DOK 3) Editing (DOK 3) Rewriting (DOK 3) Focus (self-assess) (DOK 3)
6.W.6-Use technology,	I can use technology to produce writing.	Technology, Internet, writing, keyboarding skills	Use

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.	(DOK 1) I can use technology to publish writing. (DOK 1)	Produce
		Publish
	I can use the internet to produce writing. (DOK 1)	Interact
	I can use the internet to publish writing. (DOK 1)	Collaborate
		Demonstrate
	I can use technology to interact and collaborate with others about writing. (DOK 2) I can use the internet to interact and collaborate with others about writing. (DOK 2)	Type
	I can demonstrate command of keyboarding skills. (DOK 1) I can type a minimum of three pages in a single sitting. (DOK 1)	

| 6.W.7-Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | **I can identify the steps to answer a research question. (DOK 1)
**I can outline and summarize a response to answer a research question. (DOK 2)
I can conduct a short research project to answer a question. (DOK 3)

**I can identify possible sources (DOK 1)
**I can identify appropriate sources related to the question. (DOK 2)
**I can take notes and/or summarize information related to the question for the sources. (DOK 2)
I can draw on several sources. (DOK 3)

**I can identify the inquiry. (DOK 1) | Research project, question, sources, inquiry | Conduct to answer (DOK 3)

Draw on (DOK 3)

Refocus (DOK 3) |

	I can identify when the inquiry is off topic. (DOK 2) I can refocus the inquiry when appropriate. (DOK 3)		
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 tasks, purposes, and audiences.	I can write routinely over extended time frames for for a range of discipline-specific tasks, purposes and audiences. (DOK 4) I can write routinely over a shorter time frame for a range of discipline-specific tasks, purposes and audiences. (DOK 3)	Time frames, discipline-specific tasks, purposes, audiences	Write
6.W.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.	**I can define evidence. (DOK 1)** **I can determine what evidence from a literacy or informational text supports my analysis. (DOK 2)** I can draw evidence to support evidence	evidence, analysis, reflection, research, literacy text, informational text	Draw to support (DOK 3)

from literary or
information texts to
support
analysis.(DOK 3)

**I can define
reflection. (DOK 1)
**I can determine
what evidence from
a literacy or
informational text
supports my
reflection. (DOK 2)
I can draw evidence
to support evidence
from literary or
information texts to
support reflection
(DOK 3)

**I can define
research. (DOK 1)
**I can determine
what evidence from
a literacy or
informational text
supports my
research. (DOK 2)
I can draw evidence
to support evidence
from literary or
information texts to
support research.

(DOK 3)

6.W.9b-Apply grade 6 Reading standards to literary nonfiction	I can apply grade 6 Reading Standards to literary nonfiction. (DOK 3)	Reading Standards, literary nonfiction Apply
6.W.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 1â€"3 above.)	**I can brainstorm ideas appropriate to task and purpose. (DOK 1) **I can connect ideas appropriate to task and purpose in a first draft. (DOK 2) I can produce clear and coherent writing in which the development is appropriate to the task and purpose. (DOK 3) ** I can brainstorm ways to develop a topic appropriate to audience. (DOK 1) **I can develop a first draft that is appropriate to the audience. (DOK 2)	Writing, development, organization, style, task, Produce purpose, audience

I can produce clear and coherent writing in which the development is appropriate to the audience. (DOK 3)

**I can list ideas or words appropriate to task and purpose. (DOK 1)
**I can use a graphic organizer appropriate to task and purpose. (DOK 2)
**I can use the information from the graphic organizer to organize and write a first draft that is appropriate to the task and purpose. (DOK 2)
I can produce clear and coherent writing in which the organization is appropriate to the task and purpose.(DOK 3)

**I can list ideas or words appropriate to audience. (DOK 1)
**I can organize and write a first draft that is appropriate to audience. (DOK 2)
I can produce clear and coherent writing in which the organization is appropriate to the audience.(DOK 3)

**I can identify a variety of styles in other pieces of writing. (DOK 1)
**I can develop a first draft in which the style is appropriate to the task and purpose. (DOK 2)
I can produce clear and coherent writing in which the style is appropriate to the task and purpose. (DOK 3)

**I can brainstorm a

variety of styles appropriate to audience. (DOK 1)
**I can develop a first draft in which the style is appropriate to the audience. (DOK 2)
I can produce clear and coherent writing in which the style is appropriate to the audience. (DOK 3)

How does the approach an author takes in presenting material impact the way we perceive it? ~ TRIMESTER THREE- ASSESSED IN JUNE

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
6.RI.6-Determine an author's point of view or purpose in a text and explain how it is conveyed in the text	**I can define author's point of view. (DOK 1) I can determine an author's point of view (What do I know about the author's opinions, values, and/or beliefs?). (DOK 2) **I can define		Author's point of view (perspective) Author's purpose (reason for writing the text)	Determine (DOK 2) (recognize) Explain (DOK 2)	

author's purpose.
(DOK1)

I can determine the
author's purpose for
writing the text.
(DOK 2)

I can explain how
the point of view or
purpose is conveyed
(demonstrated) in
the text. (DOK 2)

6.RI.9-Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	**I can define compare and contrast.(DOK1) I can compare and contrast two authors' approaches to the same topic.(DOK 2) I can compare and contrast the similarities and differences in the events presented by	Author's presentation Events	Compare and contrast (DOK 2)

each author.(DOK 2) (AZ)

6.RL.6-Explain how an author develops the point of view of the narrator or speaker in a text.	**I can define the types of point of view. (DOK 1) **I can define point of view as how the author feels about the situation/topic of the text. (DOK 1)(MH) **I can recognize and explain the various points of view. (DOK 2) I can explain how an author develops a point of view of the narrator or speaker. (DOK 2)	Point of view Narrator/Speaker	Explain (DOK 2) (trace)
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	**I can define the term genre. (DOK 1) **I can identify different types of genres. (DOK 1)	Text form Genre Theme Topic	Compare and contrast (DOK 2)

their approaches to
similar themes and
topics.

I can compare and
contrast texts in
different forms or
genres. (DOK 2)

**I can define
theme. (DOK 1)

**I can determine
theme. (DOK 2)

I can compare and
contrast texts in
terms of their
approaches to
similar themes and
topics. (DOK 2)

Speaking and Listening ~ TRIMESTER THREE- ASSESSED IN JUNE

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
6.SL.3-Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from	I can delineate a speaker's argument.(DOK 1) I can delineate a speaker's specific claims.(DOK 1) I can distinguish		Argument Claim Reasons Evidence	Delineate (DOK 1) (identify) Distinguish (DOK 2) (determine)	

claims that are not.

claims that are supported by reasons and evidence.(DOK 2)

I can distinguish claims that are not supported by reasons and evidence.(DOK 2)

6.SL.4-Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	I can present claims and findings.(DOK 3) I can sequence ideas logically. (DOK 2) I can use pertinent descriptions, facts, and details to accentuate main ideas or themes.(DOK 2) I can use appropriate eye contact.(DOK 2) I can use adequate volume.(DOK 2)	Claims Findings Ideas Pertinent descriptions, facts, and details Main ideas Themes Eye contact Volume Pronunciation	Present (DOK 3) (reason, plan, communicate) Sequence (DOK 2) (order) Use (DOK 2) (show)

I can use clear
pronunciation.(DOK
2)

Language Usage ~ TRIMESTER THREE- ASSESSED IN JUNE

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
6.L.3a-Vary sentence patterns for meaning, reader/ listener interest, and style.*	** I can identify sentence patterns. (DOK 1) ** I can use a variety of sentence patterns. (DOK 2) I can vary sentence patterns for meaning. (DOK 3) I can vary sentence patterns for reader/listener interest. (DOK 3) **I can identify the term style. (DOK 1) **I can use variety of styles when writing. (DOK 2)		Sentence patterns Meaning Reader/listener interest Style	Vary (DOK 3)	

I can vary sentence patterns for style. (DOK 3)

6.L.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	** I can identify figurative language. (DOK 1) I can demonstrate understanding of figurative language. (DOK 2) **I can identify word relationships. (DOK 1) I can demonstrate understanding of word relationships. (DOK 2) **I can define nuance. (DOK 1) I can demonstrate understanding of nuances in word meanings. (DOK 2)	Figurative language Word relationships Nuances	Demonstrate (DOK 2) (show)

Standards	Enduring Understandings (Learning Targets)		Content	Skills	Examples
6.L.5a-Interpret figures of speech (e.g., personification) in context.	** I can identify figures of speech. (DOK 1) ** I can identify personification. (DOK 1) I can interpret figures of speech in context. (DOK 2)		Figures of speech Personification		Interpret (DOK 2) (clarify)
6.L.5c-Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	**I can define the term connotations. (DOK1) **I can define the term denotations. (DOK 1) I can distinguish the difference between the connotations (associations) of words that have similar denotations (definitions). (DOK 2)		Connotation Denotation		Distinguish (DOK 2) (identify differences)

Writing ~ To Be Assessed in June

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples
6.W.3-Write	I can write		Narratives, experiences, events, technique,	Write to develop	

narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	narratives to develop real or imagined experiences or events. (DOK 3) I can use effective technique. (DOK 3) I can use relevant descriptive details. (DOK 2) I can use well-structured event sequences. (DOK 2)	details, event sequences	(DOK 3) Use (DOK 3)
6.W.3a-Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	I can engage the reader by establishing a context. (DOK 3) I can engage the reader by introducing a narrator and/or characters (DOK 3) I can orient the reader by establishing a	Reader, context, narrator, character, event sequence	Engage Orient (guide) Establish Introduce Organize

context. (DOK 2)

I can orient the reader by introducing a narrator and/or characters. (DOK 2)

I can organize an event sequence that unfold naturally and logically. (DOK 2)

6.W.3b-Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	I can use the following narrative techniques to develop experiences: (DOK 3) -dialogue -pacing -description	Narrative techniques, dialogue, pacing, description, experiences, events, characters	Use Develop
	I can use the following narrative techniques to develop events: (DOK 3) -dialogue -pacing		

-description

I can use the
following narrative
techniques to
develop characters:
(DOK 3)
-dialogue
-pacing
-description

6.W.3c-Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	I can use a variety of transition words, phrases and clauses to convey sequence. (DOK 2) I can use a variety of transition words, phrases and clauses to convey signal shifts from one time frame or setting to another. (DOK 2)	Variety, transition words, clauses, sequence, shifts, time frame, setting	Use to convey Use to signal
6.W.3d-Use precise words and phrases, relevant descriptive details, and sensory language to	I can use precise words and phrases to convey experiences and events. (DOK 3)	Precise words, phrases, relevant descriptive details, sensory language experiences, events	Use to convey

convey experiences and events.	I can use relevant descriptive details to convey experiences and events. (DOK 3)		
	I can use sensory language to convey experiences and events. (DOK 3)		
6.W.3e-Provide a conclusion that follows from the narrated experiences or events.	I can provide a conclusion that follows from the narrated experiences and events. (DOK 3)	Writing, development, organization, style, task, purpose, audience	Produce
6.W.9a-Apply grade 6 Reading standards to literature	I can apply grade 6 Reading Standards to literature. (DOK 4)	Reading Standards, literature	Apply