

Strand: Comprehension and Collaboration			
Standard 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>Learning Targets</p> <ul style="list-style-type: none"> ○ I can 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 follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ○ I can 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 review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • Explicitly • Evidence • Probe • Reflect • Collegial • Roles • Elaboration • Details • Reflection • Paraphrasing 	<p>Question Stems</p>	<p>Possible Assessments</p>
Standard 2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can interpret information in visual media. ○ I can interpret quantitative data. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • Interpret • Diverse • Media • Format • Visual 	<p>Question Stems</p>	<p>Possible Assessments</p>

Strand: Comprehension and Collaboration			
<ul style="list-style-type: none"> ○ I can interpret information that others tell me. ○ I can explain how the information I see and hear contributes to a topic. ○ I can explain how the information I see and hear contributes to a text. ○ I can explain how the information I see and hear contributes to an issue I am studying. 	<ul style="list-style-type: none"> • Quantitative • Oral • Contributes 		
<p>Standard 3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>			
Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> ○ I can delineate a speaker’s argument. ○ I can pick out a speaker’s claims. ○ I can distinguish between claims that are supported by reason and evidence and those that aren’t. 	<ul style="list-style-type: none"> • Delineate • Argument • Claim • Distinguish 		

Strand: Presentation of Knowledge and Ideas			
<p>Standard 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.</p>			
Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> ○ I can present claims and findings. ○ I can sequence ideas logically. 	<ul style="list-style-type: none"> • Claims • Findings • Sequencing 		

Strand: Presentation of Knowledge and Ideas			
<ul style="list-style-type: none"> ○ I can use pertinent descriptions, facts and details to make my point. ○ I can accentuate main ideas and themes in my presentation. ○ I can use appropriate eye contact, volume, and pronunciation when I present. 	<ul style="list-style-type: none"> ● Pertinent ● Accentuate 		
<p>Standard 5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>			
<p style="text-align: center;">Learning Targets</p> <ul style="list-style-type: none"> ○ I can include graphic material in presentations to clarify information. ○ I can include images in presentations to clarify information. ○ I can include sound in presentations to clarify information. 	<p style="text-align: center;">Academic Vocabulary</p> <ul style="list-style-type: none"> ● Multimedia ● Components ● Graphics ● Clarify 	<p style="text-align: center;">Question Stems</p>	<p style="text-align: center;">Possible Assessments</p>
<p>Standard 6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			
<p style="text-align: center;">Learning Targets</p> <ul style="list-style-type: none"> ○ I can adapt my speech to a variety of contexts. ○ I can adapt my speech to a variety of tasks. 	<p style="text-align: center;">Academic Vocabulary</p> <ul style="list-style-type: none"> ● Adapt ● Context 	<p style="text-align: center;">Question Stems</p>	<p style="text-align: center;">Possible Assessments</p>