

<b>Strand: Comprehension and Collaboration</b>			
<b>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.</b>			
<b>Learning Targets</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>○ I can come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>○ I can work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>○ I can propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>○ I can respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new</li> </ul>	<ul style="list-style-type: none"> <li>● Explicitly</li> <li>● Evidence</li> <li>● Probe</li> <li>● Reflect</li> <li>● Collegial</li> <li>● Roles</li> <li>● Elaboration</li> <li>● Details</li> <li>● Reflection</li> <li>● Paraphrasing</li> </ul>		

Strand: Comprehension and Collaboration			
connections in light of the evidence and reasoning presented.			
<b>Standard 2:</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can interpret information in visual media.</li> <li>○ I can interpret quantitative data.</li> <li>○ I can interpret information that others tell me.</li> <li>○ I can explain how the information I see and hear contributes to a topic.</li> <li>○ I can explain how the information I see and hear contributes to a text.</li> <li>○ I can explain how the information I see and hear contributes to an issue I am studying.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Interpret</li> <li>● Diverse</li> <li>● Media</li> <li>● Format</li> <li>● Visual</li> <li>● Quantitative</li> <li>● Oral</li> <li>● Contributes</li> </ul>	<p><b>Question Stems</b></p>	<p><b>Possible Assessments</b></p>
<b>Standard 3:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can evaluate a speaker’s point of view.</li> <li>○ I can pick out a speaker’s reasoning.</li> <li>○ I can pick out a speaker’s use of evidence.</li> <li>○ I know what rhetoric is.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Evaluate</li> <li>● Reasoning</li> <li>● Evidence</li> <li>● Rhetoric</li> <li>● Fallacy</li> <li>● Exaggerate</li> <li>● Distort</li> </ul>	<p><b>Question Stems</b></p>	<p><b>Possible Assessments</b></p>

<b>Strand: Comprehension and Collaboration</b>			
<ul style="list-style-type: none"> <li>○ I can pick out fallacious reasoning.</li> <li>○ I can identify any exaggerated or distorted evidence.</li> </ul>			

<b>Strand: Presentation of Knowledge and Ideas</b>			
<b>Standard 4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can present claims and findings.</li> <li>○ I can sequence ideas logically.</li> <li>○ I can use pertinent descriptions, facts and details to make my point.</li> <li>○ I can accentuate main ideas and themes in my presentation. I can use appropriate eye contact, volume, and pronunciation when I present.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Claims</li> <li>● Findings</li> <li>● Sequencing</li> <li>● Pertinent</li> <li>● Accentuate</li> </ul>	<p><b>Question Stems</b></p>	<p><b>Possible Assessments</b></p>
<b>Standard 5:</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can include graphic material in presentations to clarify information.</li> <li>○ I can include images in presentations to clarify information. I can include sound in presentations to clarify information.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Multimedia</li> <li>● Components</li> <li>● Graphics</li> <li>● Clarify</li> </ul>	<p><b>Question Stems</b></p>	<p><b>Possible Assessments</b></p>

<b>Strand: Presentation of Knowledge and Ideas</b>			
<b>Standard 6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			
<b>Learning Targets</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>○ I can adapt my speech to a variety of contexts.</li> <li>I can adapt my speech to a variety of tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt</li> <li>• Context</li> </ul>		