

Grade 6: English Language Arts

Common Core Standards	Converted/Unpacked Standards	
Reading Literature		
CC.6.R.L.1 Key Ideas and Details: 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 ("word for word" support. [RL.6.1] I can locate and cite textual evidence to support my analysis of what the text says. [RL.6.1] I can distinguish between what the text explicitly states versus what the text implies, or hints at. [RL.6.1]	
CC.6.R.L.2 Key Ideas and Details: 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 theme (a central idea or lesson about life the author is revealing.) [RL.6.2] I can determine the central idea of a text and locate particular details that convey the central idea. [RL.6.2] I can summarize what the text says without including my own opinion about the subject matter. [RL.6.2]	
CC.6.R.L.3 Key Ideas and Details: 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 and identify the elements of plot structure. [RL.6.3] I can describe how a particular story's or drama's plot unfolds in a series of episodes. [RL.6.3] I can describe how the characters in a story or drama respond or change as the plot moves toward a resolution. [RL.6.3]	
CC.6.R.L.4 Craft and Structure: 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 define and identify various forms of figurative language. [RL.6.4] I can determine the meanings of words and phrases as they are used in a text. [RL.6.4] I can distinguish between the literal and non-literal meanings of words as they are used in a text. [RL.6.4] I can analyze how specific word choice impacts the meaning and tone of a text. [RL.6.4]	
CC.6.R.L.5 Craft and Structure: 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 analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. [RL.6.5] I can analyze how a portion of a text contributes to the development of its theme, setting, or plot. [RL.6.5]	
CC.6.R.L.6 Craft and Structure: Explain how an author develops the point of view of the narrator or speaker in a text.	I can describe the point of view of the narrator or speaker in a text. [RL.6.6] I can explain how an author develops the point of view of the narrator or speaker in a text. [RL.6.6]	
CC.6.R.L.7 Integration of Knowledge and Ideas: 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.	I can describe what I see and hear in my mind's eye when I am reading a text. [RL.6.7] I can describe the the experience of listening to or viewing an audio, video, or live version of a text. [RL.6.7] I can 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. [RL.6.7]	
CC.6.R.L.9 Integration of Knowledge and Ideas: 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.	I can define genre and describe various genres of texts such as story, poem, historical novel, and biography. [RL.6.9] I can compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. [RL.6.9]	

Grade 6: English Language Arts

Common Core Standards	Converted/Unpacked Standards	
<p>CC.6.R.L.10 Range of Reading and Level of Text Complexity: 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.</p>	<p>I can distinguish between portions of a text that I understand versus portions that I don't understand. [RL.6.10] I can reread a text to find more information or clarify ideas. [RL.6.10] I can use various reading and note-taking strategies that will help me locate portions of a text that are difficult for me. [RL.6.10]</p>	
<p>Reading Informational Text</p>		
<p>CC.6.R.I.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>I can define, locate, and summarize evidence in the text to support my analysis of what the text says. [RI.6.1] I can read closely and find answers explicitly in text and answers that require an inference. [RI.6.1] I can distinguish between what the text explicitly states versus what the text implies, or hints at. [RI.6.1]</p>	
<p>CC.6.R.I.2 Key Ideas and Details: 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.</p>	<p>I can determine a central idea of a text and describe how it is conveyed through particular details. [RI.6.2] I can summarize what the text says without including my own opinion about the subject matter. [RI.6.2] I can compose a summary stating the key points of the text. [RI.6.2]</p>	
<p>CC.6.R.I.3 Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>I can analyze how individuals, ideas, and events within a text are developed. [RI.6.3] I can explain how the way in which an author introduces a key individual, event, or idea in a text contributes to the overall meaning of the text. [RI.6.3] I can define anecdote and understand how it impacts the text. [RI.6.3]</p>	
<p>CC.6.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>I can determine the meanings of words and phrases as they are used in a text. [RI.6.4] I can distinguish between literal language and figurative language. [RI.6.4] I can define figurative meaning and connotative meaning. [RI.6.4]</p>	
<p>CC.6.R.I.5 Craft and Structure: 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.</p>	<p>I can describe how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text. [RI.6.5] I can analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. [RI.6.5]</p>	
<p>CC.6.R.I.6 Craft and Structure: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>I can identify a text as being in 1st, 2nd or 3rd person point of view. [RI.6.6] I can determine an author's point of view or purpose in a text. [RI.6.6] I can analyze how an author conveys his or her purpose in a text. [RI.6.6]</p>	
<p>CC.6.R.I.7 Integration of Knowledge and Ideas: 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.</p>	<p>I can explain, compare, and contrast information presented in written form alongside other media or formats to learn about a topic or issue. [RI.6.7]</p>	
<p>CC.6.R.I.8 Integration of Knowledge and Ideas: 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.</p>	<p>I can determine which claims are presented in a text, are supported by reasons and evidence, and which are not. [RI.6.8] I can describe and evaluate the argument and specific claims presented in a text. [RI.6.8]</p>	

Grade 6: English Language Arts

Common Core Standards	Converted/Unpacked Standards	
CC.6.R.1.9 Integration of Knowledge and Ideas: 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 explain the characteristics of different forms of text, such as memoirs, biographies, and articles. [RI.6.9] I can compare and contrast one author's presentation of events with that of another. [RI.6.9]	
CC.6.R.1.10 Range of Reading and Level of Text Complexity: 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.	I can distinguish between portions of a text that I understand versus portions that I don't understand. [RI.6.10] I can use various reading and note-taking strategies that will help me locate portions of a text that are difficult for me. [RI.6.10] I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. [RI.6.10] I can reread a text to find more information or clarify ideas.[RI 6.10]	
Reading Fundamentals		
None		
Writing		
CC.6.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.	I can write arguments to support claims with clear reasons and relevant evidence. [W.6.1] I can introduce a claim and organize the reasons and evidence clearly. [W.6.1] I can distinguish between a source that is credible and one that is not.[W.6.1] I can establish and maintain a formal style. [W.6.1] I can provide a concluding statement or section that follows from the argument. [W.6.1]	
CC.6.W.1.a Text Types and Purposes: Introduce claim(s) and organize the reasons and evidence clearly.		
CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		
CC.6.W.1.c Text Types and Purposes: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		
CC.6.W.1.d Text Types and Purposes: Establish and maintain a formal style.		
CC.6.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from the argument presented.		
CC.6.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	I can select a topic and identify and gather relevant information to share with my audience.[W.6.2] I can define common organizational/formatting structures and determine the structures that will allow me to organize my information best. [W.6.2] I can analyze the information, identify vocabulary specific to my topic, and organize information gathered using my chosen structure. [W.6.2] I can establish and maintain a formal style. [W.6.2] I can introduce a topic clearly and develop it with relevant information. [W 6.2] I can provide a concluding statement or section that follows from the information or explanation presented. [W.6.2]	

Grade 6: English Language Arts

Common Core Standards	Converted/Unpacked Standards	
<p>CC.6.W.2.a Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>		
<p>CC.6.W.2.b Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>		
<p>CC.6.W.2.c Text Types and Purposes: Use appropriate transitions to clarify the relationships among ideas and concepts.</p>		
<p>CC.6.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>		
<p>CC.6.W.2.e Text Types and Purposes: Establish and maintain a formal style.</p>		
<p>CC.6.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from the information or explanation presented.</p>		
<p>CC.6.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>I can write narratives to develop real or imagined experiences or events. [W.6.3] I can employ narrative techniques, provide descriptive details, and structure event sequences effectively. [W.6.3] I can engage and orient a reader by establishing a context and introducing a narrator and/or characters. [W.6.3] I can organize a series of events that unfold naturally and logically. [W.6.3] I can employ narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. [W.6.3] I can use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. [W.6.3] I can provide a conclusion that follows from the narrated experiences or events. [W.6.3]</p>	
<p>CC.6.W.3.a Text Types and Purposes: 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.</p>		
<p>CC.6.W.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>		
<p>CC.6.W.3.c Text Types and Purposes: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>		
<p>CC.6.W.3.d Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>		

Grade 6: English Language Arts

Common Core Standards	Converted/Unpacked Standards	
CC.6.W.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.		
CC.6.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	I can understand my task, purpose, and audience when I write. [W.6.4] I can match the development, organization, and style of my writing to my task, audience, and purpose. [W.6.4]	
CC.6.W.5 Production and Distribution of Writing: 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.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 6 on page53.)	I can understand writing as a process of planning, revising, editing, and rewriting. [W.6.5] I can develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach. [W.6.5]	
CC.6.W.6 Production and Distribution of Writing: 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 type a minimum of three pages in a single sitting. [W.6.6] I can use technology, including the internet, to interact and collaborate with others on the writing process. [W.6.6]	
CC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	I can conduct short research projects to answer a question I have or one that is assigned to me. [W.6.7] I can draw on several sources when conducting research and can adapt and refocus my search if necessary. [W.6.7]	
CC.6.W.8 Research to Build and Present Knowledge: 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 gather relevant information from multiple print and digital sources. [W.6.8] I can assess the credibility of each source in answering a research question. [W.6.8] I can quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. [W.6.8]	
CC.6.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can draw evidence from literary texts to support my analysis, reflection, and research. [W.6.9] I can draw evidence from informational texts to support my analysis, reflection, and research. [W.6.9] I can apply the analytical and reflective skills I use when I read to my writing. [W.6.9]	
CC.6.W.9.a Research to Build and Present Knowledge: 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”).		

Grade 6: English Language Arts

Common Core Standards	Converted/Unpacked Standards	
<p>CC.6.W.9.b Research to Build and Present Knowledge: 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”).</p>		
<p>CC.6.W.10 Range of Writing: 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.</p>	<p>I can recognize different writing tasks require varied time frames to complete. [W 6.10] I can determine a writing format to fit my purpose and write for a variety of reasons. [W 6.10]</p>	
<p>Speaking and Listening</p>		
<p>CC.6.SL.1 Comprehension and Collaboration: 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>	<p>I can effectively participate in one-on-one, group, and teacher-led discussions. [SL.6.1] I can discuss my own ideas clearly in a discussion. [SL.6.1] I can build on the ideas of others in a discussion. [SL.6.1] I can prepare for discussions by reading and studying required materials beforehand. [SL.6.1] I can refer to evidence from texts and other required materials I have brought to the discussion. [SL.6.1] I can follow established rules for class discussions. [SL.6.1] I can participate in friendly discussions and decision-making activities. [SL.6.1] I can define the individuals roles of members in my group and can set goals and deadlines with them. [SL.6.1] I can participate in conversations by posing and responding to questions and contributing relevant comments. [SL.6.1] I can acknowledge new ideas introduced in a discussion or collaborative activity. [SL.6.1] I can paraphrase and reflect on different perspectives presented in a discussion or group activity. [SL.6.1]</p>	
<p>CC.6.SL.1.a Comprehension and Collaboration: 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.</p>		
<p>CC.6.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>		
<p>CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>		

Grade 6: English Language Arts

Common Core Standards	Converted/Unpacked Standards	
CC.6.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		
CC.6.SL.2 Comprehension and Collaboration: 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 actively listen and observe when information is presented to me in diverse formats and media. [SL.6.2] I can interpret information presented in diverse formats and media. [SL.6.2]	
CC.6.SL.3 Comprehension and Collaboration: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	I can determine which claims a speaker makes are supported by reasons and evidence and which are not. [SL.6.3]	
CC.6.SL.4 Presentation of Knowledge and Ideas: 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 organize my claims and findings on a topic or issue and gather reasons and evidence to support them. [SL.6.4] I can present my claims and findings with ideas, descriptions, facts, details, and examples in logical order. [SL.6.4] I can use appropriate eye contact, adequate volume, and clear pronunciation. [SL.6.4]	
CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	I can include multimedia and visual components with my presentations. [SL.6.5] I can clarify information by incorporating multimedia and visual components into my presentations. [SL.6.5]	
CC.6.SL.6 Presentation of Knowledge and Ideas: 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 53 for specific expectations.)	I can adapt my speech to a variety of contexts and tasks depending on my purpose and audience. [SL.6.6] I can demonstrate a command of formal English when necessary. [SL.6.6]	
Language		
CC.6.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can provide examples of pronouns in the subjective, objective, and possessive case. [L.6.1] I can ensure that pronouns are in the proper case. [L.6.1] I can recognize and correct inappropriate shifts in pronoun number and person. [L.6.1] I can recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). [L.6.1] I can recognize variations from standard English in my own and others' writing and speaking. [L.6.1] I can identify and use strategies to improve expression in conventional language. [L.6.1]	
CC.6.L.1.a Conventions of Standard English: Ensure that pronouns are in the proper case (subjective, objective, possessive).		
CC.6.L.1.b Conventions of Standard English: Use intensive pronouns (e.g., myself, ourselves).		
CC.6.L.1.c Conventions of Standard English: Recognize and correct inappropriate shifts in pronoun number and person.*		
CC.6.L.1.d Conventions of Standard English: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*		

Grade 6: English Language Arts

Common Core Standards	Converted/Unpacked Standards	
CC.6.L.1.e Conventions of Standard English: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*		
CC.6.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can distinguish between nonrestrictive and restrictive elements in a sentence. [L.6.2] I can distinguish between essential and parenthetical elements in a sentence. [L.6.2] I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. [L.6.2] I can spell correctly. [L.6.2]	
CC.6.L.2.a Conventions of Standard English: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*		
CC.6.L.2.b Conventions of Standard English: Spell correctly.		
CC.6.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can vary my sentence patterns for meaning. [L.6.3] I can vary my sentence patterns for reader or listener interest. [L.6.3] I can vary my sentence patterns for stylistic reasons. [L.6.3] I can maintain consistency in my style of writing or speaking. [L.6.3] I can maintain a consistent tone in my writing or speaking.	
CC.6.L.3.a Knowledge of Language: Vary sentence patterns for meaning, reader/listener interest, and style.*		
CC.6.L.3.b Knowledge of Language: Maintain consistency in style and tone.*		
CC.6.L.4 Vocabulary Acquisition and Use: 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 determine the meaning of a word or phrase by examining context clues. [L.6.4] I can provide definitions for common Greek or Latin roots and affixes. [L.6.4] I can apply my knowledge of Greek or Latin affixes and roots to determine the meaning of unfamiliar words. [L.6.4] I can use reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.6.4] I can verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. [L.6.4]	
CC.6.L.4.a Vocabulary Acquisition and Use: 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.		
CC.6.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).		
CC.6.L.4.c Vocabulary Acquisition and Use: 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.		
CC.6.L.4.d Vocabulary Acquisition and Use: 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).		

Grade 6: English Language Arts

Common Core Standards	Converted/Unpacked Standards	
<p>CC.6.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>I can interpret figures of speech such as personification in context. [L.6.5] I can identify relationships between particular words such as cause/effect, part/whole, and item/category. [L.6.5] I can use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. [L.6.5] I can distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty). [L.6.5]</p>	
<p>CC.6.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., personification) in context.</p>		
<p>CC.6.L.5.b Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>		
<p>CC.6.L.5.c Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p>		
<p>CC.6.L.6 Vocabulary Acquisition and Use: 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.</p>	<p>I can recognize the difference between general academic words and phrases. [L6.6] I can acquire and use grade-appropriate academic and domain-specific words/phrases to increase comprehension and expression [L6.6]</p>	