Grade 6 Advanced ELA Curriculum Map

FCS 2026-2027 Year-at-a-Glance	Unit 1 Theme: Childhood (Textbook Unit 1)		Unit 2 Theme: Exploration (Textbook Unit 5)	
	44 Days (August 3-October 9)		44 Days (October 13-December 18)	
Domain	**Texts**		**Texts**	
Big Idea	**Interpreting**	**Constructing**	**Interpreting**	**Constructing**
Context	6.T.C.1.a/***7.T.C.1.a*** 6.T.C.1.b/***7.T.C.1.b*** 6.T.C.2.c	6.T.C.1.c	6.T.C.1.a/***7.T.C.1.a*** 6.T.C.2.a 6.T.C.2.b	6.T.C.2.d/***7.T.C.2.d***
Structure & Style	6.T.SS.1.a 6.T.SS.2.a	6.T.SS.1.c **6.T.SS.1.d** 6.T.SS.2.c	6.T.SS.1.a 6.T.SS.2.a	**6.T.SS.1.d** 6.T.SS.2.b
Techniques	6.T.T.1.a 6.T.T.1.c **6.T.T.2.a** **6.T.T.3.a**	6.T.T.1.e/***7.T.T.1.e*** **6.T.T.2.d** **6.T.T.3.c/*7.T.T.3.c***	6.T.T.1.a 6.T.T.1.b 6.T.T.1.c 6.T.T.1.d **6.T.T.2.a** 6.T.T.2.b **6.T.T.3.a** 6.T.T.4.a	6.T.T.1.e/***7.T.T.1.e*** **6.T.T.2.d** **6.T.T.3.c/*7.T.T.3.c*** 6.T.T.4.b/***7.T.T.4.b***
Research & Analysis	6.T.RA.1.a/***7.T.RA.1.a*** 6.T.RA.2.a	**6.T.RA.1.c/*7.T.RA.1.c***	6.T.RA.1.b/***7.T.RA.1.b*** 6.T.RA.2.a 6.T.RA.2.b	**6.T.RA.1.c/*7.T.RA.1.c***
Periods & Movements	6.T.PM.1.a 6.T.PM.1.b			
Domain	**Language**		**Language**	
Big Idea	**Interpreting**	**Constructing**	**Interpreting**	**Constructing**
Grammar & Conventions	K-12.L.GC.1.32 K-12.L.GC.1.33 K-12.L.GC.1.34		K-12.L.GC.1.27 K-12.L.GC.1.28 K-12.L.GC.1.30	

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	K-12.L.GC.1.35 K-12.L.GC.1.38 K-12.L.GC.1.41 K-12.L.GC.1.42 K-12.L.GC.1.45 K-12.L.GC.1.46		K-12.L.GC.1.37 K-12.L.GC.1.43 K-12.L.GC.1.47 K-12.L.GC.1.53	
				6.L.GC.2.c 6.L.GC.2.d
Vocabulary	**6-8.L.V.2.a** 6-8.L.V.3.b 6-8.L.V.3.c 6-8.L.V.3.d	**6-8.L.V.2.c**	6-8.L.V.1.a **6-8.L.V.2.a** 6-8.L.V.2.b	6-8.L.V.1.b **6-8.L.V.2.c** 6-8.L.V.2.d
Domain	**Practices**			
This domain is designed so that students will continuously cultivate key practices that will sustain their literacy endeavors throughout their K-12 education experiences and beyond. The standards and expectations for Practices are exactly that—*practices* for students to develop throughout the years. When students are in earlier grades, they will engage in these practices with simpler and shorter texts and will benefit from more guidance and support than they will in later grades. When instruction is designed with these practices in mind, teachers will often engage in these practices *with* their students as active consumers and producers of texts themselves. Sometimes, students will cultivate these practices one at a time; often, they will incorporate more than one practice as they interpret and construct a range of texts for a variety of purposes. The Practices domain is focused primarily on the relationship between reading and writing print and digital texts; however, listening, viewing, speaking, and creating multimodal texts are integral to the development of each practice.				
Big Idea	**All Units**			
Engagement & Intention for Comprehension & Composition	**K-12.P.EICC.1.a** **K-12.P.EICC.1.b** **K-12.P.EICC.1.c** **K-12.P.EICC.1.d** **K-12.P.EICC.1.e** **K-12.P.EICC.1.f**	**K-12.P.EICC.2.a** **K-12.P.EICC.2.b** **K-12.P.EICC.2.c** **K-12.P.EICC.2.d** **K-12.P.EICC.2.e**	**K-12.P.EICC.3.a** **K-12.P.EICC.3.b** **K-12.P.EICC.3.c** **K-12.P.EICC.3.d** **K-12.P.EICC.3.e** **K-12.P.EICC.3.f** **K-12.P.EICC.3.g**	**K-12.P.EICC.4.a** **K-12.P.EICC.4.b** **K-12.P.EICC.4.c** **K-12.P.EICC.4.d** **K-12.P.EICC.4.e** **K-12.P.EICC.4.f** **K-12.P.EICC.4.g** **K-12.P.EICC.4.h**

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Grade 6 Advanced ELA Curriculum Map

Situating Texts: Author, Audience, Context, & Purpose	**K-12.P.ST.1.a** **K-12.P.ST.1.b** **K-12.P.ST.1.c**		**K-12.P.ST.2.a** **K-12.P.ST.2.b** **K-12.P.ST.2.c**
Author's Craft	**K-12.P.AC.1.a** **K-12.P.AC.1.b** **K-12.P.AC.1.c** **K-12.P.AC.1.d**	**K-12.P.AC.2.a** **K-12.P.AC.2.b** **K-12.P.AC.2.c** **K-12.P.AC.2.d**	**K-12.P.AC.3.a** **K-12.P.AC.3.b** **K-12.P.AC.3.c** **K-12.P.AC.3.d**
Collaboration & Presentation	**K-12.P.CP.1.a** **K-12.P.CP.1.b** **K-12.P.CP.1.c** **K-12.P.CP.1.d**		**K-12.P.CP.2.a** **K-12.P.CP.2.b** **K-12.P.CP.2.c** **K-12.P.CP.2.d** **K-12.P.CP.2.e**

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Grade 6 Advanced ELA Curriculum Map

FCS 2026-2027 Year-at-a-Glance	Unit 3 Theme: Animal Allies (Textbook Unit 2)		Unit 4 Theme: Modern Technology (Textbook Unit 3)	
	43 Days (January 5-March 12)		44 Days (March 16-May 21)	
Domain	**Texts**		**Texts**	
Big Idea	**Interpreting**	**Constructing**	**Interpreting**	**Constructing**
Context	6.T.C.1.a/***7.T.C.1.a*** 6.T.C.1.b/***7.T.C.1.b*** 6.T.C.2.a 6.T.C.2.b 6.T.C.2.c		6.T.C.2.a	6.T.C.1.c 6.T.C.2.d/***7.T.C.2.d***
Structure & Style	6.T.SS.1.a 6.T.SS.2.a	6.T.SS.1.c **6.T.SS.1.d** 6.T.SS.2.b		6.T.SS.1.b/***7.T.SS.1.b*** 6.T.SS.1.c **6.T.SS.1.d** 6.T.SS.2.b 6.T.SS.2.c
Techniques	6.T.T.1.b **6.T.T.2.a** **6.T.T.3.a**	**6.T.T.2.d** **6.T.T.3.c/*7.T.T.3.c***	6.T.T.1.a 6.T.T.1.c 6.T.T.1.d **6.T.T.2.a** 6.T.T.2.b **6.T.T.3.a** 6.T.T.4.a	6.T.T.1.e/***7.T.T.1.e*** **6.T.T.2.d** **6.T.T.3.c/*7.T.T.3.c*** 6.T.T.4.b/***7.T.T.4.b***
Research & Analysis		**6.T.RA.1.c/*7.T.RA.1.c*** 6.T.RA.2.c	6.T.RA.1.a/***7.T.RA.1.a*** 6.T.RA.1.b/***7.T.RA.1.b*** 6.T.RA.2.b	**6.T.RA.1.c/*7.T.RA.1.c*** 6.T.RA.2.c
Periods & Movements	6.T.PM.1.a 6.T.PM.1.b			

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Grade 6 Advanced ELA Curriculum Map

Domain	Language		Language	
Big Idea	**Interpreting**	**Constructing**	**Interpreting**	**Constructing**
Grammar & Conventions	K-12.L.GC.1.29 K-12.L.GC.1.31 K-12.L.GC.1.36 K-12.L.GC.1.39 K-12.L.GC.1.40 K-12.L.GC.1.44 K-12.L.GC.1.49 K-12.L.GC.1.53 K-12.L.GC.1.54		K-12.L.GC.1.39 K-12.L.GC.1.43 K-12.L.GC.1.44 K-12.L.GC.1.48 K-12.L.GC.1.50 K-12.L.GC.1.51 K-12.L.GC.1.52 K-12.L.GC.1.54	
	6.L.GC.2.a	6.L.GC.2.b 6.L.GC.2.c	6.L.GC.2.a	6.L.GC.2.b
Vocabulary	**6-8.L.V.2.a** 6-8.L.V.2.b 6-8.L.V.3.c	**6-8.L.V.2.c** 6-8.L.V.2.d 6-8.L.V.3.e	6-8.L.V.1.a **6-8.L.V.2.a**	6-8.L.V.1.b **6-8.L.V.2.c**
Domain	**Practices**			
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Big Idea	**All Units**			
Engagement and Intention for	**K-12.P.EICC.1.a** **K-12.P.EICC.1.b** **K-12.P.EICC.1.c** **K-12.P.EICC.1.d**	**K-12.P.EICC.2.a** **K-12.P.EICC.2.b** **K-12.P.EICC.2.c** **K-12.P.EICC.2.d**	**K-12.P.EICC.3.a** **K-12.P.EICC.3.b** **K-12.P.EICC.3.c** **K-12.P.EICC.3.d**	**K-12.P.EICC.4.a** **K-12.P.EICC.4.b** **K-12.P.EICC.4.c** **K-12.P.EICC.4.d**

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Grade 6 Advanced ELA Curriculum Map

Comprehension & Composition	**K-12.P.EICC.1.e** **K-12.P.EICC.1.f**	**K-12.P.EICC.2.e**	**K-12.P.EICC.3.e** **K-12.P.EICC.3.f** **K-12.P.EICC.3.g**	**K-12.P.EICC.4.e** **K-12.P.EICC.4.f** **K-12.P.EICC.4.g** **K-12.P.EICC.4.h**
Situating Texts: Author, Audience, Context, & Purpose	**K-12.P.ST.1.a** **K-12.P.ST.1.b** **K-12.P.ST.1.c**		**K-12.P.ST.2.a** **K-12.P.ST.2.b** **K-12.P.ST.2.c**	
Author's Craft	**K-12.P.AC.1.a** **K-12.P.AC.1.b** **K-12.P.AC.1.c** **K-12.P.AC.1.d**	**K-12.P.AC.2.a** **K-12.P.AC.2.b** **K-12.P.AC.2.c** **K-12.P.AC.2.d**	**K-12.P.AC.3.a** **K-12.P.AC.3.b** **K-12.P.AC.3.c** **K-12.P.AC.3.d**	
Collaboration & Presentation	**K-12.P.CP.1.a** **K-12.P.CP.1.b** **K-12.P.CP.1.c** **K-12.P.CP.1.d**		**K-12.P.CP.2.a** **K-12.P.CP.2.b** **K-12.P.CP.2.c** **K-12.P.CP.2.d** **K-12.P.CP.2.e**	

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Grade 6 Advanced ELA Curriculum Map

	Unit 1 Theme: Childhood (Textbook Unit 1) 44 Days (August 3-October 9)	**Unit 2** Theme: Exploration (Textbook Unit 5) 44 Days (October 13-December 18)
Domain	**Texts**	**Texts**
Context	6.T.C.1.a: Analyze the development of multiple purposes within a single text and how those purposes target specific audiences. (I) **7.T.C.1.a: *Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.* (I)** 6.T.C.1.b: Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts. (I) **7.T.C.1.b: *Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.* (I)** 6.T.C.1.c: Construct multimodal texts and/or presentations for a specific purpose and audience. (C) 6.T.C.2.c: Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development. (I)	6.T.C.1.a: Analyze the development of multiple purposes within a single text and how those purposes target specific audiences. (I) **7.T.C.1.a: *Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.* (I)** 6.T.C.2.a: Describe and analyze the development and interaction of two or more perspectives conveyed by a single text. (I) 6.T.C.2.b: Explain how the author's choice of evidence reveals the author's perspective and impacts credibility. (I) 6.T.C.2.d: Use credible sources to research the answers to questions on academic and individual topics of interest. (C) **7.T.C.2.d: *Use credible sources to research the answers to questions on academic and individual topics of interest.* (C)**
Structure & Style	6.T.SS.1.a: Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes. (I) 6.T.SS.1.c: Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion. (C) **6.T.SS.1.d: Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion. (C)**	6.T.SS.1.a: Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes. (I) **6.T.SS.1.d: Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion. (C)** 6.T.SS.2.a: Determine how figurative and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts. (I)

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	6.T.SS.2.a: Determine how figurative and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts. (I) 6.T.SS.2.c: Compare and contrast characteristics of formal style (e.g., jargon, complete sentences) with those of informal style (e.g., contractions, slang, sentence fragments) and apply understandings to writing and speaking. (C)	6.T.SS.2.b: Use figurative language or literary devices for intentional effects when creating texts to achieve specific purposes or appeal to the target audience. (C)
Techniques	6.T.T.1.a: Describe how narrative techniques are used across the text to develop plot, characters, and setting. (I) 6.T.T.1.c: Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes. (I) 6.T.T.1.e: Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. (C) **7.T.T.1.e: *Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.* (C)** **6.T.T.2.a: Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure. (I)** **6.T.T.2.d: Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. (C)** **6.T.T.3.a: Recognize and explain argumentative techniques used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument. (I)** **6.T.T.3.c: Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences. (C)**	6.T.T.1.a: Describe how narrative techniques are used across the text to develop plot, characters, and setting. (I) 6.T.T.1.b: Analyze how setting, events, conflict, and characterization influence plot pacing. (I) 6.T.T.1.c: Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes. (I) 6.T.T.1.d: Compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and topics. (I) 6.T.T.1.e: Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. (C) **7.T.T.1.e: *Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.* (C)** **6.T.T.2.a: Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure. (I)** 6.T.T.2.b: Compare and contrast one author's presentation of events with that of another on the same historical event or topic. (I) **6.T.T.2.d: Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. (C)**

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	7.T.T.3.c: ***Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.*** **(C)**	**6.T.T.3.a: Recognize and explain argumentative techniques used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument. (I)** **6.T.T.3.c: Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences. (C)** **7.T.T.3.c:** ***Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.*** **(C)** 6.T.T.4.a: Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. (I) 6.T.T.4.b: Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. (C) **7.T.T.4.b:** ***Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.*** **(C)**
Research & Analysis	6.T.RA.1.a: Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas. (I) **7.T.RA.1.a:** ***Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.*** **(I)** **6.T.RA.1.c: Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information. (C)**	6.T.RA.1.b: Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics. (I) **7.T.RA.1.b:** ***Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.*** **(I)** **6.T.RA.1.c: Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information. (C)**

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	7.T.RA.1.c: ***Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.*** **(C)** 6.T.RA.2.a: Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number. (I)	**7.T.RA.1.c:** ***Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.*** **(C)** 6.T.RA.2.a: Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number. (I) 6.T.RA.2.b: Analyze print and digital texts to identify features of credible, relevant sources and to determine indicators that might signal unreliable sources. (I)
Periods & Movements	6.T.PM.1.a: Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works. (I) 6.T.PM.1.b: Read and comprehend one genre of literature from a particular time period. (I)	
Domain	**Language**	**Language**
Grammar & Conventions	K-12.L.GC.1.32: Use interjections. (Reinforce) K-12.L.GC.1.33: Use helping and linking verbs. (Reinforce) K-12.L.GC.1.34: Correctly use frequently confused words (e.g., to/too/two; there/their/they're; advice/advise). (Reinforce) K-12.L.GC.1.35: Recognize and use conventional capitalization in abbreviations, proper adjectives, and formal titles. (Reinforce) K-12.L.GC.1.38: Use indefinite pronouns, ensuring correct agreement. (Reinforce) K-12.L.GC.1.41: Use conventional capitalization and underlining, quotation marks, or italics to indicate titles of works. (Reinforce) K-12.L.GC.1.42: Use intensive pronouns. (Reinforce)	K-12.L.GC.1.27: Form and use prepositional phrases. (Reinforce) K-12.L.GC.1.28: Form and use comparative and superlative adjectives and adverbs. (Reinforce) K-12.L.GC.1.30: Recognize and use conventional capitalization, quotation marks, and commas to indicate exact words and dialogue. (Reinforce) K-12.L.GC.1.37: Use apostrophes to form plural possessive nouns. (Reinforce) K-12.L.GC.1.43: Form and use the progressive, perfect, and perfect progressive verb aspects. (Master) K-12.L.GC.1.47: Use conventional capitalization, quotation marks, commas, end punctuation, and attributions to indicate exact words and lines of dialogue. (Master)

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Grade 6 Advanced ELA Curriculum Map

	K-12.L.GC.1.45: Recognize and correct vague pronoun references. (Master) K-12.L.GC.1.46: Use correlative conjunctions to join words, phrases, or clauses. (Master)	K-12.L.GC.1.53: Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier). (Introduce) 6.L.GC.2.c: Identify and use active voice in sentences, revising for subject-verb agreement. (C) 6.L.GC.2.d: Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement. (C)
Vocabulary	**6-8.L.V.2.a: Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts. (I)** **6-8.L.V.2.c: Identify and use active voice in sentences, revising for subject-verb agreement. (C)** 6-8.L.V.3.b: Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases. (I) 6-8.L.V.3.c: Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug). (I) 6-8.L.V.3.d: Use available print and/or digital resources, including reference materials and digital tools (e.g., online search, embedded word processing features), to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases. (I)	6-8.L.V.1.a: Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content. (I) 6-8.L.V.1.b: Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings. (C) **6-8.L.V.2.a: Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts. (I)** 6-8.L.V.2.b: Apply knowledge of parts of speech to determine the meanings of works and phrases in grade-level texts. (I) **6-8.L.V.2.c: Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. (C)** 6-8.L.V.2.d: Use knowledge of parts of speech to determine precise words and phrases when constructing texts. (C)

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Grade 6 Advanced ELA Curriculum Map

Domain	Practices
Engagement & Intention for Comprehension & Composition	**Reader and Writer Identity:** **K-12.P.EICC.1.a: Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.** **K-12.P.EICC.1.b: Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.** **K-12.P.EICC.1.c: Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.** **K-12.P.EICC.1.d: Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.** **K-12.P.EICC.1.e: Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.** **K-12.P.EICC.1.f: Develop independence and autonomy as a reader and writer.** **Engagement & Intention:** **K-12.P.EICC.2.a: Share real or imagined experiences by interpreting and constructing texts that tell or include stories.** **K-12.P.EICC.2.b: Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.** **K-12.P.EICC.2.c :Explain and learn concepts and processes by interpreting and constructing texts.** **K-12.P.EICC.2.d: Interpret and construct texts to aid the analysis and evaluation of texts and ideas.** **K-12.P.EICC.2.e: Consume and produce texts in order to solve problems or influence decisions.** **Comprehension Strategies:** **K-12.P.EICC.3.a: Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.** **K-12.P.EICC.3.b: Scan and skim the text, making note of structures and sections that might be most useful.** **K-12.P.EICC.3.c: Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.** **K-12.P.EICC.3.d: Summarize and visualize sections of the text to maintain understanding.** **K-12.P.EICC.3.e: Make and track predictions about the events and information likely to come next.** **K-12.P.EICC.3.f: Make, track, and support inferences about different levels of meaning within the text.** **K-12.P.EICC.3.g: Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.** **Writing Processes:** **K-12.P.EICC.4.a: Establish a purpose and goals for writing and identify a target audience.** **K-12.P.EICC.4.b: Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.**

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Grade 6 Advanced ELA Curriculum Map

	K-12.P.EICC.4.c: Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. **K-12.P.EICC.4.d: Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.** **K-12.P.EICC.4.e: Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.** **K-12.P.EICC.4.f: Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.** **K-12.P.EICC.4.g: Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.** **K-12.P.EICC.4.h: Edit the text, ensuring it adheres to the conventions of written language.**
Situating Texts: Author, Audience, Context, & Purpose	**Context:** **K-12.P.ST.1.a: Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.** **K-12.P.ST.1.b: Consider how context impacts the purposes of the author and the audience.** **K-12.P.ST.1.c: Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.** **Author, Audience, & Purpose:** **K-12.P.ST.2.a: Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.** **K-12.P.ST.2.b: Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.** **K-12.P.ST.2.c: Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.**
Author's Craft	**Reading Like a Writer:** **K-12.P.AC.1.a: Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.** **K-12.P.AC.1.b: Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.** **K-12.P.AC.1.c: Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.** **K-12.P.AC.1.d: Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.**

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	Writing Like a Reader: **K-12.P.AC.2.a: Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.** **K-12.P.AC.2.b: Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.** **K-12.P.AC.2.c: Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.** **K-12.P.AC.2.d: Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.** **Text Design:** **K-12.P.AC.3.a: Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.** **K-12.P.AC.3.b: Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.** **K-12.P.AC.3.c: Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.** **K-12.P.AC.3.d: Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.**
Collaboration & Presentation	**Collaboration:** ***K*-12.P.CP.1.a: Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.** **K-12.P.CP.1.b: Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.** **K-12.P.CP.1.c: Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.** **K-12.P.CP.1.d: Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.** **Presentation:** **K-12.P.CP.2.a: Communicate clearly to present ideas, information, and texts.** **K-12.P.CP.2.b: Integrate modes and genres most appropriate to purpose and audience.** **K-12.P.CP.2.c: Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.** **K-12.P.CP.2.d: Engage in dialogue with audiences by asking and answering questions.** **K-12.P.CP.2.e: Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.**

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Grade 6 Advanced ELA Curriculum Map

	Unit 3 Theme: Animal Allies (Textbook Unit 2) 43 Days (January 5-March 12)	**Unit 4** Theme: Modern Technology (Textbook Unit 3) 44 Days (March 16-May 21)
Domain	**Texts**	**Texts**
Context	6.T.C.1.a: Analyze the development of multiple purposes within a single text and how those purposes target specific audiences. (I) **7.T.C.1.a: *Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.* (I)** 6.T.C.1.b: Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts. (I) **7.T.C.1.b: *Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.* (I)** 6.T.C.2.a: Describe and analyze the development and interaction of two or more perspectives conveyed by a single text. (I) 6.T.C.2.b: Explain how the author's choice of evidence reveals the author's perspective and impacts credibility. (I) 6.T.C.2.c: Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development. (I)	6.T.C.1. c: Construct multimodal texts and/or presentations for a specific purpose and audience. (C) 6.T.C.2.a: Describe and analyze the development and interaction of two or more perspectives conveyed by a single text. (I) 6.T.C.2.d: Use credible sources to research the answers to questions on academic and individual topics of interest. (C) **7.T.C.2.d: *Use credible sources to research the answers to questions on academic and individual topics of interest.* (C)**
Structure & Style	6.T.SS.1.a: Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes. (I) 6.T.SS.1.c: Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion. (C)	6.T.SS.1.b: Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience. (C) ***7.T.SS.1.b: Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.* (C)**

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Grade 6 Advanced ELA Curriculum Map

	6.T.SS.1.d: Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion. (C) 6.T.SS.2.a: Determine how figurative and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts. (I) 6.T.SS.2.b: Use figurative language or literary devices for intentional effects when creating texts to achieve specific purposes or appeal to the target audience. (C)	6.T.SS.1.c: Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion. (C) **6.T.SS.1.d: Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion. (C)** 6.T.SS.2.b: Use figurative language or literary devices for intentional effects when creating texts to achieve specific purposes or appeal to the target audience. (C) 6.T.SS.2.c: Compare and contrast characteristics of formal style (e.g., jargon, complete sentences) with those of informal style (e.g., contractions, slang, sentence fragments) and apply understandings to writing and speaking. (C)
Techniques	6.T.T.1.b: Analyze how setting, events, conflict, and characterization influence plot pacing. (I) **6.T.T.2.a: Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure. (I)** **6.T.T.2.d: Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. (C)** **6.T.T.3.a: Recognize and explain argumentative techniques used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument. (I)** **6.T.T.3.c: Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences. (C)**	6.T.T.1.a: Describe how narrative techniques are used across the text to develop plot, characters, and setting. (I) 6.T.T.1.c: Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes. (I) 6.T.T.1.d: Compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and topics. (I) 6.T.T.1.e: Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. (C) **7.T.T.1.e: *Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.* (C)**

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	7.T.T.3.c *Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.* (C)	**6.T.T.2.a: Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure. (I)** 6.T.T.2.b: Compare and contrast one author's presentation of events with that of another on the same historical event or topic. (I) **6.T.T.2.d: Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. (C)** **6.T.T.3.a: Recognize and explain argumentative techniques used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument. (I)** **6.T.T.3.c: Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences. (C)** **7.T.T.3.c: *Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.* (C)** 6.T.T.4.a: Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. (I) 6.T.T.4.b: Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. (C) **7.T.T.4.b: *Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.* (C)**

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Grade 6 Advanced ELA Curriculum Map

Research & Analysis	**6.T.RA.1.c: Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information. (C)** **7.T.RA.1.c: *Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.* (C)** 6.T.RA.2.c: Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page. (C)	6.T.RA.1.a: Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas. (I) **7.T.RA.1.a: *Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.* (I)** 6.T.RA.1.b: Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics. (I) **7.T.RA.1.b: *Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics. (I)*** **6.T.RA.1.c: Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information. (C)** **7.T.RA.1.c: *Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.* (C)** 6.T.RA.2.b: Analyze print and digital texts to identify features of credible, relevant sources and to determine indicators that might signal unreliable sources. (I) 6.T.RA.2.c: Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page. (C)
Periods & Movements	6.T.PM.1.a: Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works. (I) 6.T.PM.1.b: Read and comprehend one genre of literature from a particular time period. (I)	

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Grade 6 Advanced ELA Curriculum Map

Domain	Language	Language
Grammar & Conventions	K-12.L.GC.1.29: Ensure pronoun-antecedent agreement. (Reinforce) K-12.L.GC.1.31: Use relative pronouns and relative adverbs. (Reinforce) K-12.L.GC.1.36: Use commas to indicate direct address and to set off the words yes and no. (Reinforce) K-12.L.GC.1.39: Use subordinating conjunctions to join clauses. (Reinforce) K-12.L.GC.1.40: Use commas after introductory phrases or clauses. (Reinforce) K-12.L.GC.1.44: Form and use participles. (Master) K-12.L.GC.1.49: Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses. (Introduce) K-12.L.GC.1.53: Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier). (Introduce) K-12.L.GC.1.54: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Continue) 6.L.GC.2.a: Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts. (I) 6.L.GC.2.b: Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts. (C)	K-12.L.GC.1.39: Use subordinating conjunctions to join clauses. (Reinforce) K-12.L.GC.1.43: Form and use the progressive, perfect, and perfect progressive verb aspects. (Master) K-12.L.GC.1.44: Form and use participles. (Master) K-12.L.GC.1.48: Use semicolons to separate items in a series or list when at least one of the items already contains commas. (Master) K-12.L.GC.1.50: Use ellipses appropriately. (Introduce) K-12.L.GC.1.51: Use hyphens with appropriate affixes and compound words. (Introduce) K-12.L.GC.1.52: Use semicolons, with or without a conjunctive adverb, to form compound and compound -complex sentences. (Introduce) K-12.L.GC.1.54: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses(citations) when incorporating textual evidence. (Continue) 6.L.GC.2.a: Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts. (I) 6.L.GC.2.b: Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text. (C)

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	6.L.GC.2.c: Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. (C)	
Vocabulary	**6-8.L.V.2.a: Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts. (I)** 6-8.L.V.2.b: Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts. (I) **6-8.L.V.2.c: Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. (C)** 6-8.L.V.2.d: Use knowledge of parts of speech to determine precise words and phrases when constructing texts. (C) 6-8.L.V.3.c: Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug). (I) 6-8.L.V.3.e: Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing. (C)	6-8.L.V.1.a: Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content. (I) 6-8.L.V.1.b: Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings. (C) **6-8.L.V.2.a: Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts. (I)** **6-8.L.V.2.c: Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. (C)**
Domain	**Practices**	
Engagement & Intention for Comprehension & Composition	**Reader and Writer Identity:** **K-12.P.EICC.1.a: Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.** **K-12.P.EICC.1.b: Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.** **K-12.P.EICC.1.c: Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.** **K-12.P.EICC.1.d: Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.** **K-12.P.EICC.1.e: Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.**	

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Grade 6 Advanced ELA Curriculum Map

	K-12.P.EICC.1.f: Develop independence and autonomy as a reader and writer. **Engagement & Intention:** **K-12.P.EICC.2.a: Share real or imagined experiences by interpreting and constructing texts that tell or include stories.** **K-12.P.EICC.2.b: Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.** **K-12.P.EICC.2.c : Explain and learn concepts and processes by interpreting and constructing texts.** **K-12.P.EICC.2.d:Interpret and construct texts to aid the analysis and evaluation of texts and ideas.** **K-12.P.EICC.2.e: Consume and produce texts in order to solve problems or influence decisions.** **Comprehension Strategies:** **K-12.P.EICC.3.a: Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.** **K-12.P.EICC.3.b: Scan and skim the text, making note of structures and sections that might be most useful.** **K-12.P.EICC.3.c: Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.** **K-12.P.EICC.3.d: Summarize and visualize sections of the text to maintain understanding.** **K-12.P.EICC.3.e: Make and track predictions about the events and information likely to come next.** **K-12.P.EICC.3.f: Make, track, and support inferences about different levels of meaning within the text.** **K-12.P.EICC.3.g: Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.** **Writing Processes:** **K-12.P.EICC.4.a: Establish a purpose and goals for writing and identify a target audience.** **K-12.P.EICC.4.b:Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.** **K-12.P.EICC.4.c: Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.** **K-12.P.EICC.4.d: Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.** **K-12.P.EICC.4.e: Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.** **K-12.P.EICC.4.f: Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.** **K-12.P.EICC.4.g: Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.** **K-12.P.EICC.4.h: Edit the text, ensuring it adheres to the conventions of written language.**

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Grade 6 Advanced ELA Curriculum Map

Situating Texts: Author, Audience, Context, & Purpose	**Context:** **K-12.P.ST.1.a: Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.** **K-12.P.ST.1.b: Consider how context impacts the purposes of the author and the audience.** **K-12.P.ST.1.c: Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.** **Author, Audience, & Purpose:** **K-12.P.ST.2.a: Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.** **K-12.P.ST.2.b: Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.** **K-12.P.ST.2.c: Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.**
Author's Craft	**Reading Like a Writer:** **K-12.P.AC.1.a: Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.** **K-12.P.AC.1.b: Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.** **K-12.P.AC.1.c: Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.** **K-12.P.AC.1.d: Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.** **Writing Like a Reader:** **K-12.P.AC.2.a: Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.** **K-12.P.AC.2.b: Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.** **K-12.P.AC.2.c: Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.** **K-12.P.AC.2.d: Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.**

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Grade 6 Advanced ELA Curriculum Map

	Text Design: **K-12.P.AC.3.a: Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.** **K-12.P.AC.3.b: Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.** **K-12.P.AC.3.c: Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.** **K-12.P.AC.3.d: Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.**
Collaboration & Presentation	**Collaboration:** **K-12.P.CP.1.a: Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.** **K-12.P.CP.1.b: Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.** **K-12.P.CP.1.c: Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.** **K-12.P.CP.1.d: Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.** **Presentation:** **K-12.P.CP.2.a: Communicate clearly to present ideas, information, and texts.** **K-12.P.CP.2.b: Integrate modes and genres most appropriate to purpose and audience.** **K-12.P.CP.2.c: Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.** **K-12.P.CP.2.d: Engage in dialogue with audiences by asking and answering questions.** **K-12.P.CP.2.e: Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.**

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