

## Clayton's 6th Grade Literacy Lesson Plan

**Date:** January 27 - 31

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:00-8:10</b>	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer
<b>8:10-8:25</b> Read Aloud/Shared Reading: May be combined with a Reading or Writing Workshop lesson	<b>Shared Reading:</b> Short story, nonfiction article, poem, children's book, excerpt from nonfiction book. (Currently using short passages from ReadWorks or CommonLit to reinforce comprehension, as well as fluency)	<b>Shared Reading:</b> Short story, nonfiction article, poem, children's book, excerpt from nonfiction book. (Currently using short passages from ReadWorks or CommonLit to reinforce comprehension, as well as fluency)	<b>Shared Reading:</b> Short story, nonfiction article, poem, children's book, excerpt or chapter from nonfiction book. (Currently using short passages from ReadWorks or CommonLit to reinforce compre- hension, as well as fluency)	<b>Read Aloud:</b> Short story, nonfiction article, poem, children's book, excerpt from nonfiction book. (Currently using short children's books)	<b>Read Aloud:</b> First chapter of a high-interest book

<p><b>8:25-8:50</b>  <b>Word Study</b>  <b>Greek/Latin</b>  <b>Roots</b></p>	<p>Review of relationships between word bases/prefixes and meanings.</p> <p>Assessment over <b>fort, forc, dynam</b> bases <b>meaning</b> power, strength, strong</p>	<p><b>Greek Prefixes:</b>  <b>syn-, sym-, syl-</b></p> <p>New Skill:  <b>syn-, sym-</b> means <b>with or together</b></p> <p>Decode/Encode:  <b>synonym, sympathy, synchronize</b></p> <p>Define: Word Attack meaning</p> <p>Context: <b>I Do:</b>  Write a sentence with a word from today's list on the board. Model reading each word in the sentence and think out loud to process what the sentence says.</p> <p><b>We Do/You Do:</b>  Have students choose a word from today's list</p>	<p><b>Latin Bases:</b>  <b>sent-, sens-</b></p> <p>New Skill:  <b>sent-, sens-</b> means <b>think or feel</b></p> <p>Decode/Encode:  <b>insensitive, nonsensical, sentimental</b></p> <p>Define: Word Attack meaning</p> <p>Context: <b>I Do:</b>  Write a sentence with a word from today's list on the board. Model reading each word in the sentence and think out loud to process what the sentence says.</p> <p><b>We Do/You Do:</b>  Have students choose a word</p>	<p><b>Latin Bases:</b>  <b>sent-, sens-</b></p> <p>New Skill:  <b>sent-, sens-</b> means <b>think or feel</b></p> <p>Decode/Encode:  <b>sensational, dissent, sensible,</b></p> <p>Define: Word Attack meaning</p> <p>Context: <b>I Do:</b>  Write a sentence with a word from today's list on the board. Model reading each word in the sentence and think out loud to process what the sentence says.</p> <p><b>We Do/You Do:</b>  Have students choose a word from today's list</p>	<p><b>Latin Bases:</b>  <b>sent-, sens-</b></p> <p>New Skill:  <b>sent-, sens-</b> means <b>think or feel</b></p> <p>Decode/Encode:  <b>consent, sensor, resent</b></p> <p>Define: Word Attack meaning</p> <p>Context: <b>I Do:</b>  Write a sentence with a word from today's list on the board. Model reading each word in the sentence and think out loud to process what the sentence says.</p> <p><b>We Do/You Do:</b>  Have students choose a word from today's list</p>
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		<p>and create a sentence with that word. Have them exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means. <b>Page 125:</b> Using words to complete sentences for meaning</p>	<p>from today's list and create a sentence with that word. Have them exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means.</p>	<p>and create a sentence with that word. Have them exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means. <b>Page 84:</b> Using words to complete sentences for meaning.</p>	<p>and create a sentence with that word. Have them exchange sentences with their partner. After reading each other's sentences, they should explain what the sentence means. <b>Page 86:</b> Finding meaning of words through context of a sample note.</p>
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<p><b>8:50-9:45 Reading Workshop</b></p>	<p><u>Standard:</u> RL.6.4</p> <p><b>Session 12</b></p> <p><u>Student Friendly Objective:</u> The students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. The students will analyze the impact of a specific word choice on meaning and/or tone.”</p> <p><u>Materials:</u> “Inside Out” from <i>The Circuit</i> by Francisco Jimenez Charts listed on pg. 104</p>	<p><u>Standard:</u> RL.6.4, RL.6.1</p> <p><b>Session 13/14</b></p> <p><u>Student Friendly Objective:</u> The students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Materials:</u> Images from online resources Bend 2 anchor chart</p>	<p><u>Standard:</u> RL.6.9</p> <p><b>Compare and Contrast</b></p> <p><u>Student Friendly Objective:</u> The students will compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p> <p><u>Materials:</u> Compare and contrast graphic organizer Passages from the website below. <a href="https://betterlesson.com/lesson/564557/text-structure-compare-and-co">https://betterlesson.com/lesson/564557/text-structure-compare-and-co</a></p>	<p><u>Standard:</u> RL.6.9</p> <p><b>Compare and Contrast Task</b></p> <p><u>Student Friendly Objective:</u> The students will compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p> <p><u>Materials:</u> “Social Media: Then and Now” passage</p>	<p><u>Standard:</u> RL.6.3, RL.6.4, RL.6.5</p> <p><b>Plot</b></p> <p><u>Student Friendly Objective:</u> The students will describe how a story's or drama's plot unfolds in a series of events.</p> <p>Mini-Lesson: I do: Using “The Erne from the Coast” or “Your Move,” the teacher will review the literary element of plot. We do: Build a plot diagram together You do: Students create a plot diagram using a story they recently read. Students will be sure to answer:</p> <ul style="list-style-type: none"> <li>• What inciting event causes the action to begin to "rise"?</li> </ul>
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	<p><u>Mini-Lesson:</u> I do: Conduct Read Aloud directing students to think: 'Is this story more negative or more positive in the way it presents issues about a group? We do: Students write down details that seem negative or positive and need to be specific about what parts of a scene have the most impact. You do: Students meet in their book clubs and discuss questions on the chart "To Think through if a story is more negative or positive overall, ask..." pg. 112</p>	<p><u>Mini-Lesson:</u> I do: Show images of toy store. Introduce or review meanings for: stereotypes &amp; assumptions. Teach students to analyze a text is to ask. "Where is this text reinforcing common assumptions about a group, and when is it challenging them?" We do: Invite students to practice analyzing a digital text to find where it is reinforcing &amp; challenging assumptions.</p> <p><u>Small Group Instruction:</u></p>	<p><u>contrast</u></p> <p><u>Mini-Lesson:</u> I do/We do: Model completing the venn diagram using the passage. Use colored pencils to model the details that are specific to each type of dog. Students complete their own organizer with the teacher. You do: Students read passage and compare and contrast Elementary School versus Middle School.</p> <p><a href="https://betterlesson.com/lesson/564557/text-structure-compare-and-contrast">https://betterlesson.com/lesson/564557/text-structure-compare-and-contrast</a></p> <p><u>Small Group Instruction:</u></p>	<p><u>Mini-Lesson:</u> You do: Students read the passage and answer the Respond to the Text questions</p> <p>Students read independently 15 minutes</p> <p><u>Small Group Instruction:</u> Group 5 &amp; 6: Encoding and Decoding Syllable Division V/CV Reading Comprehension</p> <p><u>Assessment:</u> Compare and Contrast Task</p>	<ul style="list-style-type: none"> <li>• Where does the story peak? Is there a clear climax?</li> <li>• Which events lead up to the conclusion?</li> <li>• How is the story resolved?</li> </ul> <p>Student Book Clubs meet for Goal Setting and Book Discussion</p> <p>Independent Reading</p>
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	<p><u>Assessment:</u> Teacher observation while groups work together in book clubs</p>	<p>Group 1 &amp; 2: Encoding and Decoding Syllable Division V/CV Reading Comprehension</p> <p><u>Assessment:</u> Teacher observation</p>	<p>Group 3 &amp; 4: Encoding and Decoding Syllable Division V/CV Reading Comprehension</p> <p><u>Assessment:</u> Teacher observation</p>		
<p><b>9:45-10:25</b> <b>Activity</b> <b>Classes</b></p>	<p>Lee's Homeroom: PE</p>	<p>Lee's Homeroom: Micro Time</p>	<p>Lee's Homeroom: Library</p>	<p>Lee's Homeroom: Art</p>	<p>Lee's Homeroom: Music</p>
<p><b>10:25-11:25</b> <b>Writer's</b> <b>Workshop</b></p>	<p><u>Standards:</u> W.6.1.A, W.6.2.C, W.6.5</p> <p><b>Session 11 and 12</b></p> <p><u>Student-Friendly Objective:</u> I CAN choose powerful quotes or parts of quotes that best support</p>	<p><u>Standards:</u> W.6.1.A, W.6.2.C</p> <p><b>Session 13</b></p> <p><u>Student-Friendly Objective:</u> I CAN compare and contrast things in real life to help me think in</p>	<p><u>Standards:</u> W.6.1.B, W.6.2.A, W.6.5</p> <p><b>Session 14</b></p> <p><u>Student-Friendly Objective:</u> I CAN compare what is similar and contrast what is different about</p>	<p><u>Standards:</u> W.6.2, W.6.3.A, W.6.5</p> <p><b>Session 15</b></p> <p><u>Student-Friendly Objective:</u> I CAN think about how to convey my ideas by asking, "What will my</p>	<p><u>Standards:</u> W.6.2, W.6.1.E, W.6.3.A</p> <p><b>Session 16</b></p> <p><u>Student-Friendly Objective:</u> I can identify run-ons and sentence fragments and</p>

	<p>my thinking. I CAN edit my essay to follow the conventions of punctuating quotations.</p> <p><u>Materials:</u> Two quotes from “Raymond’s Run,” Texts students worked with from previous lessons, students’ essay drafts, “Punctuating Quotations” chart</p> <p><u>Mini-Lesson:</u> I do: TTW gather the Ss together to channel their thinking of quotes that people use that reveal a bit</p>	<p>a structured way.</p> <p><u>Materials:</u> Concrete objects to model comparing and contrasting, a collection of concrete objects for Ss to compare and contrast, “Tips for Comparing and Contrasting” chart, Julia’s comparison of Central Park and Grand Central Station</p> <p><u>Mini-Lesson:</u> I do: TTW offer Ss an example of people comparing and contrasting in real life and connect the example to the</p>	<p>themes in different texts.</p> <p><u>Materials:</u> “How to Write a Compare and Contrast Literary Essay” anchor chart, “Tips for Comparing and Contrasting” chart, copies of “Raymond’s Run” as well as texts students have read and know well, “Literary Language” heading on chart</p> <p><u>Mini-Lesson:</u> I do: TTW guide the students’ thinking of two different texts to work with to compare and contrast themes.</p>	<p>essay sound like?” and by conveying emotions and feelings through specific word choice.</p> <p><u>Materials:</u> “How to Write a Theme-Based Literary Essay” chart, Figure 14 - 1, Figure 15 - 1</p> <p><u>Mini-Lesson:</u> I do: TTW explain that writers think a lot about how to convey their ideas and to decide on the tone of their</p>	<p>correct them.</p> <p><u>Materials:</u> At least two paragraphs of written work; editing checklist</p> <p><u>Mini-Lesson:</u> I do: TTW emphasize that one of the ways they can fine-tune their writing is to make sure that all of the</p>
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	<p>about the person. TTW demonstrate how one first chooses an idea from an essay that is needed to be supported with quotes and then goes back into the text and finds the appropriate quotes. TTW demonstrate deciding how to select the whole quote or part of the quote based on what best supports the claim. TTW demonstrate quoting with attention to accuracy and using conventions to punctuate quotations.</p> <p><u>Guided Practice:</u> We do: With partners, Ss will practice finding and using quotes for their own</p>	<p>work they will do in their texts. TTW model comparing two concrete objects, asking Ss to notice the similarities and differences. TTW organize Ss' observations by pointing out that a compare and contrast essay has a specific structure. TTW debrief Ss by reminding them to choose a trait and look at it across the two items and then choose another trait and look at it across the two items.</p> <p><u>Guided Practice:</u> We do: Using two shirts to observe, Ss will do the same work demonstrated by the teacher,</p>	<p>TTW guide Ss to think of a few stories where one of the characters learns to face a problem in a new way. TTW will demonstrate her thinking about first choosing a text that they know well and want to explore. Secondly, think about some other texts that carry the same theme; then consider other texts with the same theme. Then think about the similarities and then move to the differences.</p> <p><u>Guided Practice:</u> We do: Ss will be guided to discuss with a partner what is different about how the texts deal</p>	<p>essay. TTW liken this to how we speak differently to different people. TTW direct Ss to look at places in their writing where they described a character, his/her relationships, or something that happened and to consider what words they might add to those descriptions to bring out the tone they are hoping to convey.</p> <p><u>Guided Practice:</u> We do: Working in small groups, Ss will be guided to practice the skill of adopting a tone</p>	<p>sentences have the right rhythm--not too long, nor not too short. TTW demonstrate how to locate sentences that need work and give tips on what to look for with an emphasis on looking for words that are used instead of periods. TTW will note "red alarm" words that makes a writer pause and ask if the sentence sounds right or needs a period.</p> <p><u>Guided Practice:</u> We do: Ss will practice locating sentences that need work and recognize other "red alarm"</p>
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	<p>literary essays, repeating the process that was demonstrated.</p>	<p>focusing on how both are alike and different. The class will jointly construct a compare and contrast essay on the two shirts. As the class discusses, TTW write the essay the students constructed onto chart paper.</p>	<p>with the theme or to think about how the different characters react to the trouble of the text, or if there is anything different about their situation.</p>	<p>and then choosing a part of an essay where they could reveal that tone. Ss will practice rewriting the draft a few different ways or with a few different tones.</p>	<p>words as they edit.</p>
	<p><u>Independent Practice</u> You do: Ss will work on their own essays, selecting from the full array of potential activities to strengthen their essays.</p> <p><u>Small Group Instruction:</u> Any one-on-one help as needed</p>	<p><u>Independent Practice</u> You do: Ss will flash draft a compare and contrast essay on photographs of two objects.</p> <p><u>Small Group Instruction:</u> Any one-on-one help as needed.</p>	<p><u>Independent Practice</u> You do: Ss will use the steps demonstrated in the mini-lesson to compare and contrast a theme across two stories they have read.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction or</p>	<p><u>Independent Practice:</u> You do: Ss will use what they learned in the mini-lesson to revise and edit their draft from Wednesday's work and rewrite the final essay.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction on</p>	<p><u>Independent Practice:</u> You do: Ss will continue writing their essays and editing and revising for correct sentence structure.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction or</p>

			conferencing	addressing specific struggles	conferencing
	<u>Assessment:</u> Teacher observation of students' work using quotes.	<u>Assessment:</u> Teacher observation of students structuring flash draft.	<u>Assessment:</u> Teacher observation of students selecting texts and identifying common themes.	<u>Assessment:</u> Teacher observation of writing	<u>Assessment:</u> Students' Final Literary Essays
<b>11:30-11:35 Begin 2nd Block</b>	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer
<b>11:35-11:45 Read Aloud/Shared Reading: May be combined with a Reading or Writing Workshop lesson</b>	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1
<b>11:45-12:05 Word Study/Greek and Latin Roots</b>	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1

<b>12:05-12:25</b> <b>Reading</b> <b>Workshop</b>	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1
<b>12:25-1:05</b> <b>Lunch/Recess</b>					
<b>1:10-1:45</b> <b>Reading</b> <b>Workshop</b> <b>Continued</b>	Same as Block 1  ACE	Same as Block 1	Same as Block 1  ACE	Same as Block 1  ACE	Same as Block 1
<b>1:45-2:50</b> <b>Writer's</b> <b>Workshop</b>					
<b>2:50-3:20</b> <b>Journaling, Independent Reading, Pack Up, Dismissal</b>					

## WRITING STANDARDS

- Write arguments to support claims with clear reasons and relevant evidence. **(W.6.1)**
  - Introduce claim(s) and organize the reasons and evidence clearly. **(W.6.1.A)**
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **(W.6.1.B)**
  - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **(W.6.1.C)**
    - Establish and maintain a formal style. **(W.6.1.D)**
  - Provide a concluding statement or section that follows from the argument presented. **(W.6.1.E)**
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **(W.6.2)**
- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. **(W.6.2.A)**
- Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples. **(W.6.2.B)**
  - Use appropriate transitions to clarify the relationships among ideas and concepts. **(W.6.2.C)**
  - Use precise language and domain-specific words to inform about or explain the topic. **(W.6.2.D)**
    - Establish and maintain a formal style. **(W.6.2.E)**
  - Provide a concluding statement or section that supports the information or explanation presented. **(W.6.2.F)**
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **(W.6.3)**
- 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. **(W.6.3.A)**
  - 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.C)**
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **(W.6.3.D)**
  - Provide a conclusion that reflects on the narrated experiences or events. **(W.6.3.E)**
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **(W.6.4)**
- Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g. recognize variations from standard English in their own and others' writing and speaking, identify and use strategies to improve expression in conventional language). **(W.6.5)**
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**(W.6.7)**

- Gather relevant information from multiple print and digital sources, and assess the credibility of each source, quote or paraphrase the data and conclusions of others while avoiding plagiarism, and provide basic bibliographic information for sources. **(W.6.8)**
  - Draw evidence from literary and/or informational texts to support analysis, reflection, and research. **(W.6.9)**
    - Apply Grade 6 Reading standards to literature. **(W.6.9.A)**

## READING STANDARDS

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **(RI.6.1)**
- Examine a grade-appropriate informational text by providing an objective summary and determining a central idea and how it is conveyed through particular details. **(RI.6.2)**
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **(RI.6.3)**
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(RI.6.4)**
  - 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)**
  - Determine an author's point of view, perspective, and/or purpose in a text and explain how it is conveyed in the text. **(RI.6.6)**
    - 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. **(RI.6.7)**
- 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. **(RI.6.10)**

## LANGUAGE STANDARDS

- Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 6 when writing or speaking. **(L.6.1)**
  - Ensure that pronouns are in the proper case (subjective, objective, possessive). **(L.6.1.A)**
    - Use intensive pronouns (e.g., myself, ourselves) correctly. **(L.6.1.B)**

- Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). **(L.6.1.C)**
- Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents), as well as inappropriate shifts in pronoun number and person. **(L.6.1.D)**
  - Produce complex sentences with a variety of dependent clauses using subordinating conjunctions. **(L.6.1.F)**
- Produce compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions. **(L.6.1.H)**
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 6 when writing. **(L.6.2)**
- Use punctuation with commas, parentheses and dashes to set off nonrestrictive/parenthetical elements. **(L.6.2.B)**
  - Use commas to set off clauses. **(L.6.2.C)**
  - Spell correctly. **(L.6.2.D)**
- Use knowledge of language and its conventions for Grade 6 when writing, speaking, reading, or listening. **(L.6.3)**
  - Vary sentence patterns for meaning, reader/listener interest, and style. **(L.6.3.A)**
  - Maintain consistency in style and tone. **(L.6.3.B)**
- 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 effective strategies. **(L.6.4)**
  - 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. **(L.6.4.A)**
  - Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). **(L.6.4.B)**
- 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. **(L.6.4.C)**
- 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). **(L.6.4.D)**
  - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. **(L.6.5)**
  - Interpret figures of speech (e.g., extended metaphor, personification) in context. **(L.6.5.A)**
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. **(L.6.5.B)**
  - Distinguish among the connotations, associations, of words with similar denotations, definitions, (e.g., stingy, scrimping, economical, unwhasteful, thrifty). **(L.6.5.C)**
- 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. **(L.6.6)**

## **SPEAKING and LISTENING STANDARDS**

- Engage effectively in a range of collaborative discussions that are 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. **(SL.6.1)**
- 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. **(SL.6.1.A)**
  - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. **(SL.6.1.B)**
  - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. **(SL.6.1.C)**
  - Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. **(SL.6.1.D)**
  - Interpret information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and explain how it contributes to a topic, text, or issue under study. **(SL.6.2)**
- 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. **(SL.6.4)**