

**Student Personal Learning Goals - ELA (Grade 6) Edition**

Standard	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
<p><b>6.RL.1</b> (EbSR, HT, MC, MS, InC)</p>	<p>I can refer to the text generally to support my analysis of what the text says explicitly</p>	<p>I can identify textual evidence that supports my analysis of what the text says explicitly.</p>	<p>I can cite textual evidence to support my analysis of what the text says explicitly.</p> <p>I can cite textual evidence to support my inferences drawn from the text.</p>	<p>I can apply strong textual evidence in supporting my complex inference.</p> <p>I can apply strong textual evidence in supporting my analysis of the text.</p>
<p><b>6.RL.2</b> (EbSR, HT, MC, MS, InC, GM-GMT, M-TM)</p>	<p>I can identify a theme or central idea of a text.</p> <p>I can provide a basic list of events in a text.</p>	<p>I can identify a theme or central idea of a text.</p> <p>I can provide a simple summary of a text distinct from personal opinions or judgments.</p>	<p>I can determine a theme or central idea of a text and how it is conveyed through particular details.</p> <p>I can provide a summary of the text distinct from personal opinions or judgments.</p>	<p>I can evaluate themes or central ideas in regard to major/minor themes and how they are conveyed through particular details.</p> <p>I can provide a comprehensive summary of a text distinct from personal opinions or judgments.</p>
<p><b>6.RL.3</b> (EbSR, HT, MC, MS, InC, GM-GMT, M-TM)</p>	<p>I can identify a basic plot of a particular story or drama.</p> <p>I can recognize that the characters change during the story.</p>	<p>I can describe how the plot of a particular story or drama unfolds.</p> <p>I can describe how the characters change overall.</p>	<p>I can describe how the plot of a particular story or drama unfolds in a series of episodes.</p> <p>I can describe how the characters respond or change as the plot moves toward a resolution.</p>	<p>I can analyze how the plot of a particular story or drama unfolds in a series of episodes.</p> <p>I can analyze how the responses and changes of complex characters contribute to the plot as it moves toward a resolution.</p>
<p><b>6.RL.4</b> (EbSR, HT, MC, MS, GM-GMT)</p>	<p>I can identify the literal meaning of simple words and phrases as they are used in a text.</p>	<p>I can distinguish between literal, figurative, and connotative meanings of words and phrases as they are used in a text.</p> <p>I can identify the impact of specific word choice on meaning and tone.</p>	<p>I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</p> <p>I can analyze the impact of specific word choice on meaning and tone.</p>	<p>I can analyze the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and assess their effectiveness.</p> <p>I can evaluate the impact of specific word choice on meaning and tone.</p>

<p><b>6.RL.5</b> (EbSR, HT, MC, MS, InC, GM-GMT)</p>	<p>I can identify a particular sentence, chapter, scene, or stanza that contributes to the overall structure of a text.</p>	<p>I can describe how a particular sentence, chapter, scene, or stanza contributes to the overall structure and development of a text</p>	<p>I can 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.</p>	<p>I can articulate why the author includes a particular sentence, chapter, scene, or stanza, and analyzes how it affects the overall structure of a text and contributes to the development of the theme, setting, or plot throughout the text.</p>
<p><b>6.RL.6</b> (EbSR, HT, MC, MS, InC, GM-GMT, M-TG)</p>	<p>I can identify the point of view of the narrator or speaker in a text.</p>	<p>I can describe the point of view of the narrator or speaker in a text.</p>	<p>I can explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>I can analyze how an author develops the point of view of the narrator or speaker in a text.</p> <p>I can cite evidence to support my analysis.</p>
<p><b>6.RL.7</b> (EbSR, HT, MC, MS, InC, GM-GMT, M-TG, SCR)</p>	<p>I can determine the similarities in the experience of reading a story, drama, or poem and listening to or viewing an audio, video, or live version of the text.</p>	<p>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.</p>	<p>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.</p> <p>I can include contrasting what he or she "sees" and "hears" when reading the text with what he or she perceives when listening or watching.</p>	<p>I can compare and contrast, then analyze, the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.</p> <p>I can analyze what he or she "sees" and "hears" when reading the text compared to what he or she perceives when listening or watching.</p>
<p><b>6.RL.9</b> (EbSR, HT, MC, MS, InC, GM-GMT, M-TG, SCR)</p>	<p>I can identify various textual elements in different forms or genres with similar themes or topics</p>	<p>I can determine differing textual elements in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) with similar themes or topics.</p>	<p>I 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.</p>	<p>I can compare, contrast, and analyze/evaluate 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.</p>

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<p><b>6.RI.1</b> (EbSR, HT, MC, MS, InC, GM-GMT, M-TG)</p>	<p>I can refer to the text generally to support my analysis of what the text says explicitly.</p>	<p>I can identify textual evidence that supports my analysis of what the text says explicitly.</p>	<p>I can cite textual evidence to support my analysis of what the text says explicitly.</p> <p>I can cite textual evidence to support my inferences drawn from the text.</p>	<p>I can apply strong textual evidence in supporting my complex inference.</p> <p>I can apply strong textual evidence in supporting my analysis of the text.</p>
<p><b>6.RI.2</b> (EbSR, HT, MC, MS, InC, GM-GMT)</p>	<p>I can identify a central idea of a text.</p> <p>I can provide a basic list of events in a text.</p>	<p>I can identify a central idea of a text.</p> <p>I can provide a simple summary of a text distinct from personal opinions or judgments.</p>	<p>I can determine a central idea of a text and how it is conveyed through particular details.</p> <p>I can provide a summary of the text distinct from personal opinions or judgments.</p>	<p>I evaluate central ideas and how they are conveyed through particular details.</p> <p>I can provide a comprehensive summary of a text distinct from personal opinions or judgments.</p>
<p><b>6.RI.3</b> (EbSR, HT, MC, MS, InC, GM-GMT, M-TG, SCR)</p>	<p>I can identify how a key individual, event, or idea is introduced and illustrated in a text.</p>	<p>I can explain how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).</p>	<p>I can analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).</p>	<p>I can analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).</p> <p>I can analyze relationships among key individuals, events, or ideas.</p>
<p><b>6.RI.4</b> (EbSR, HT, MC, MS)</p>	<p>I can identify the literal meaning of simple words and phrases as they are used in a text.</p>	<p>I can distinguish between some literal, figurative, and connotative meanings of words and phrases as they are used in a text.</p>	<p>I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>I can analyze the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>I can evaluate the impact of specific word choice.</p>

<p><b>6.RI.5</b> (EbSR, HT, MC, MS, InC, GM-GMT, M-TG)</p>	<p>I can locate a particular sentence, paragraph, chapter, or section that contributes to the development of the key ideas of a text.</p>	<p>I can explain how a particular sentence, paragraph, chapter, or section contributes to the overall structure of a text and contributes to the development of the ideas.</p>	<p>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.</p>	<p>I can articulate why the author uses a particular sentence, paragraph, chapter, or section, and analyzes how it affects the overall structure of a text and contributes to the development of the ideas.</p>
<p><b>6.RI.6</b> (EbSR, HT, MC, MS, InC, GM-GMT, M-TG, SCR)</p>	<p>I can identify an author's explicit point of view or purpose in a text.</p>	<p>I can identify an author's point of view or purpose in a text.  I can identify an example of where it is conveyed in the text.</p>	<p>I can determine an author's point of view or purpose in a text.  I can explain how it is conveyed in the text.</p>	<p>I can analyze an author's point of view and purpose in a text.  I can provide textual evidence to show how the author's point of view and purpose are conveyed in the text.</p>
<p><b>6.RI.7</b> (GR, EbSR, MS, MC, SCR)</p>	<p>I can identify key information presented in different media or formats (e.g., visually, quantitatively) as well as in words.</p>	<p>I can integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to show a partially developed understanding of a topic or issue.</p>	<p>I can 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 evaluate and synthesize information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a comprehensive understanding of a topic or issue.</p>
<p><b>6.RI.8</b> (EbSR, HT, MC, MS, InC, GM-GMT, M-TG)</p>	<p>I can identify specific claims, reasoning, and evidence in a text.</p>	<p>I can determine the argument and specific claims, reasoning, and evidence in a text.</p>	<p>I can 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 trace and evaluate the argument and specific claims in a text, analyzing how the reasoning and evidence support or do not support the claim.</p>
<p><b>6.RI.9</b> (EbSR, HT, MC, MS, InC, GM-GMT, M-TG, SCR)</p>	<p>I can identify explicit similarities or differences between two authors' presentations of events.</p>	<p>I can compare and contrast the ways in which two authors present events differently.</p>	<p>I can compare and contrast one author's presentation of events with that of another.</p>	<p>I can compare and contrast one author's presentation of events with that of another.  I can evaluate the effect and impact of the different presentations.</p>

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<p><b>6.W.1</b> (WP)</p>	<p>I can write arguments to support claims:</p> <ol style="list-style-type: none"> <li>introduce claim(s).</li> <li>support claim(s) with reasons, using sources or non-textual evidence and demonstrating a basic understanding of the topic or text.</li> <li>use words, phrases, and clauses to state the claim(s) and reasons.</li> <li>use an informal style.</li> <li>provide a concluding statement or section that illogically follows from the argument presented.</li> </ol>	<p>I can write arguments to support claims with clear reasons and evidence:</p> <ol style="list-style-type: none"> <li>introduce claim(s) and organizes the reasons and evidence with purpose.</li> <li>support claim(s) with reasons and evidence, using appropriate sources and demonstrating a general understanding of the topic or text.</li> <li>use words, phrases, and clauses to state the relationships among claim(s) and reasons.</li> <li>establish a formal style but does not consistently maintain it.</li> <li>provide a concluding statement or section that partially follows from the argument presented.</li> </ol>	<p>I can write arguments to support claims with clear reasons and relevant evidence:</p> <ol style="list-style-type: none"> <li>introduce claim(s) and organizes the reasons and evidence clearly.</li> <li>support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>establish and maintain a formal style.</li> <li>provide a concluding statement or section that follows from the argument presented.</li> </ol>	<p>I can write arguments to support claims with clear reasons and relevant evidence:</p> <ol style="list-style-type: none"> <li>introduce solid claim(s) and organize the reasons and evidence clearly and logically.</li> <li>support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating a thorough understanding of the topic or text.</li> <li>use words, phrases, and clauses to clarify and elaborate on the relationships among claim(s) and reasons.</li> <li>establish and maintains a formal style.</li> <li>provide a well-developed concluding section that clearly and logically follows from the argument presented.</li> </ol>
<p><b>6.W.2</b> (WP)</p>	<p>I can write informative/explanatory texts to restate a topic and convey ideas, concepts, and information through the selection and organization of content:</p>	<p>I can write informative/explanatory texts to explain a topic and convey ideas, concepts, and information through the selection and organization of relevant content:</p>	<p>I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</p> <ol style="list-style-type: none"> <li>introduce a topic; organizes ideas, concepts, and information, use strategies such as</li> </ol>	<p>I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</p> <ol style="list-style-type: none"> <li>clearly introduce a topic; logically organizes ideas,</li> </ol>

	<ul style="list-style-type: none"> <li>a. partially introduce a topic; organizes ideas, concepts, and information, but inconsistently apply strategies such as definition, classification, comparison/contrast, and cause/effect.</li> <li>b. develop the topic with facts.</li> <li>c. use basic transitions to connect ideas and concepts.</li> <li>d. use some domain-specific vocabulary to inform about or explain the topic.</li> <li>e. use an informal style.</li> <li>f. provide a concluding statement or section that illogically follows from the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>a. introduce a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings), graphics (e.g., charts, tables) when useful to aiding comprehension.</li> <li>b. develop the topic with facts, definitions, details, quotations, or other information and examples.</li> <li>c. use appropriate transitions to connect ideas and concepts.</li> <li>d. use some precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. establish a formal style but does not consistently maintain it.</li> <li>f. provide a basic concluding statement or section that partially follows from the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings) and graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</li> <li>b. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. establish and maintains a formal style.</li> <li>f. provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>concepts, and information, use strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) in a way that enhances the explanation.</li> <li>b. develop the topic with significant facts, definitions, concrete details, insightful quotations, or other information and examples.</li> <li>c. use appropriate transitions to clarify and elaborate on the relationships among ideas and concepts.</li> <li>d. use precise language and domain-specific vocabulary to enhance the explanation of the topic.</li> <li>e. establish and maintain a formal style.</li> <li>f. provide a well-developed concluding statement or section that clearly and logically follows from the information or explanation presented.</li> </ul>
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<p><b>6.SL.2</b> (EbSR, MC, MS)</p>	<p>I can recall information presented in diverse media and formats and identify a topic, text, or issue under study.</p>	<p>I can recall information presented in diverse media and formats and describe details related to a topic, text, or issue under study.</p>	<p>I can interpret information presented in diverse media and formats.</p> <p>I can explain how it contributes to a topic, text, or issue under study.</p>	<p>I can interpret and evaluate information presented in diverse media and formats.</p> <p>I can explain how it contributes to a topic, text, or issue under study.</p>
<p><b>6.SL.3</b> (EbSR, MC, MS)</p>	<p>I can identify a speaker's argument and specific claims.</p>	<p>I can identify a speaker's argument and specific claims.</p> <p>I can recognize that some claims are not supported by reasons and evidence.</p>	<p>I can delineate a speaker's argument and specific claims.</p> <p>I can distinguish claims that are supported by reasons and evidence from claims that are not.</p>	<p>I can delineate a speaker's argument and specific claims.</p> <p>I can critique claims and evaluate whether or not they are supported by reasons and evidence.</p>
<p><b>6.L.1</b> (MC, EbSR)</p>	<p>I can demonstrate some understanding of the conventions of Standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>a. can sometimes identify pronouns in the proper case (subjective, objective, and possessive) and inconsistently uses them.</li> <li>b. sometimes use intensive pronouns (myself, ourselves).</li> <li>c. sometimes recognize and correct inappropriate shifts in pronoun number and person.</li> </ul>	<p>I can demonstrate understanding of the conventions of Standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>a. identify pronouns in the proper case (subjective, objective, and possessive) and generally ensure they are used appropriately.</li> <li>b. generally use intensive pronouns (myself, ourselves).</li> <li>c. generally recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. generally recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> </ul>	<p>I can demonstrate command of the conventions of Standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>a. ensure that pronouns are in the proper case (subjective, objective, and possessive).</li> <li>b. use intensive pronouns (e.g., myself, ourselves).</li> <li>c. recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> </ul>	<p>I can demonstrate strong command of the conventions of Standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>a. consistently ensure that pronouns are in the proper case (subjective, objective, and possessive).</li> <li>b. use intensive pronouns (e.g., myself, ourselves).</li> <li>c. recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> </ul>

	d. inconsistently recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).			
<b>6.L.2</b> (MC, EbSR)	I can demonstrate basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. inconsistently use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. spell below-grade-level words correctly.	I can demonstrate understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. generally use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. spell most grade-level words correctly.	I can demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. spell grade-level words correctly.	I can demonstrate strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. spell grade-level words correctly.
<b>6.L.4</b> (EbSR, HT, MC, MS)	I can inconsistently determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from at least one strategy: a. use below-grade Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). b. use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in	I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choose flexibly from one or more strategies: a. use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). b. 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.	I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: a. use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). b. 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. c. consult reference materials (e.g., dictionaries, glossaries,	I can authoritatively determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: a. use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). b. 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. c. consult reference materials (e.g., dictionaries, glossaries,

	<p>a sentence) as a clue to the meaning of a straightforward word or phrase.</p> <p>c. 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.</p> <p>d. verify the preliminary determination of the meaning of a below-grade word or phrase.</p>	<p>c. 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.</p> <p>d. verify the preliminary determination of the meaning of a word or phrase.</p>	<p>thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. verify the preliminary determination of the meaning of a word or phrase.</p>	<p>thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. verify the preliminary determination of the meaning of a word or phrase.</p>
<p><b>6.L.5</b> (MC, MS)</p>	<p>I can demonstrate limited understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. inconsistently recognize figures of speech (e.g., personification) in context.</p> <p>b. inconsistently use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to</p>	<p>I can demonstrate basic understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. recognize figures of speech (e.g., personification) in context.</p> <p>b. generally use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. recognize the connotations (associations) of words with similar denotations</p>	<p>I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. interpret figures of speech (e.g., personification) in context.</p> <p>b. use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p>I can demonstrate deep understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. interpret figures of speech (e.g., personification) in context.</p> <p>b. use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy,</p>

	<p>better understand each of the words.</p> <p>c. inconsistently recognize the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>	<p>(definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>		<p>scrimping, economical, un wasteful, thrifty).</p>
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