

# Main Criteria: Investigations in Writing

## Secondary Criteria: Idaho Content Standards

Subject: Language Arts

Grade: 6

### Investigations in Writing

Lesson 01: Unit 1: Note Making and Outlines, p. 11-18

### Idaho Content Standards

#### Language Arts

Grade 6 - Adopted: 2022

#### STANDARD / COURSE 6.RC- Reading Comprehension Strand

##### CONTENT KNOWLEDGE AND SKILLS / GOAL 6.RC-TE. Textual Evidence (TE)

GLE / BIG IDEA 6.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.

#### STANDARD / COURSE 6.RC- Reading Comprehension Strand

##### CONTENT KNOWLEDGE AND SKILLS / GOAL 6.RC-RF. Reading Fluency (RF)

GLE / BIG IDEA 6.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

#### STANDARD / COURSE 6.RC- Reading Comprehension Strand

##### CONTENT KNOWLEDGE AND SKILLS / GOAL 6.RC-NF. Nonfiction Text (NF)

GLE / BIG IDEA 6.RC-NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE 6.RC-NF.6a. Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.

OBJECTIVE 6.RC-NF.6b. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.

#### STANDARD / COURSE 6.VD- Vocabulary Development Strand

##### CONTENT KNOWLEDGE AND SKILLS / GOAL 6.VD-WB. Word Building (WB)

<b>GLE / BIG IDEA</b>	<b>6.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	6.VD-WB.1a.	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.
OBJECTIVE	6.VD-WB.1d.	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).
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).

**STANDARD / COURSE**      **6.ODC-**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.

Lesson 02: Unit 2: Writing from Notes, p. 19-28

**Idaho Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2022**

**STANDARD / COURSE**      **6.RC-**      **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.

**STANDARD / COURSE**      **6.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-RF.</b>	<b>Reading Fluency (RF)</b>
GLE / BIG IDEA	6.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD-WB.1a.	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.
OBJECTIVE	6.VD-WB.1d.	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).
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>

GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.

GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
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### Lesson 03: Unit 2: Writiiing from Notes, p. 29-34

## Idaho Content Standards

### Language Arts

Grade 6 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-RF.</b>	<b>Reading Fluency (RF)</b>
GLE / BIG IDEA	6.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.

OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD-WB.1a.	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.
OBJECTIVE	6.VD-WB.1d.	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).
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)

GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>6.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

Lesson 04: Unit 2: Writiing from Notes, p. 35-42

## Idaho Content Standards

### Language Arts



**STANDARD / COURSE**      **6.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-TE.</b>	<b>Textual Evidence (TE)</b>
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GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
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**STANDARD / COURSE**      **6.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
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GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
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OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
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**STANDARD / COURSE**      **6.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
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GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
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OBJECTIVE	6.VD-WB.1a.	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.
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OBJECTIVE	6.VD-WB.1d.	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).
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**STANDARD / COURSE**      **6.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
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GLE / BIG IDEA	6.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
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OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
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**STANDARD / COURSE**      **6.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>

GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

### Lesson 05: Unit 3: Retelling Narrative Stories, p. 43-48

## Idaho Content Standards

### Language Arts

Grade 6 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-RF.</b>	<b>Reading Fluency (RF)</b>
GLE / BIG IDEA	6.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-L.</b>	<b>Literature (L)</b>
GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.

OBJECTIVE	6.RC-L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
OBJECTIVE	6.RC-L.5b.	Describe how characters respond or change as the plot moves toward a resolution.
OBJECTIVE	6.RC-L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	6.VD-WB.1a.	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.
OBJECTIVE	6.VD-WB.1d.	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).
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>

GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.

### Lesson 06: Unit 3: Retelling Narrative Stories, p. 49-56

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### Language Arts

#### Grade 6 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-TE.</b>	<b>Textual Evidence (TE)</b>

GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>6.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	6.RC-L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
OBJECTIVE	6.RC-L.5b.	Describe how characters respond or change as the plot moves toward a resolution.
OBJECTIVE	6.RC-L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	6.VD-WB.1a.	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.
OBJECTIVE	6.VD-WB.1c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech.
OBJECTIVE	6.VD-WB.1d.	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).
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>

GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>

GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

Lesson 07: Unit 3: Retelling Narrative Stories, p. 57-74

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### Language Arts

#### Grade 6 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>6.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	6.RC-L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
OBJECTIVE	6.RC-L.5b.	Describe how characters respond or change as the plot moves toward a resolution.
OBJECTIVE	6.RC-L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	6.VD-WB.1a.	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.
OBJECTIVE	6.VD-WB.1c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech.



OBJECTIVE	6.VD-WB.1d.	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).
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-AV.3.</b>	<b>Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.</b>
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>
<b>GLE / BIG IDEA</b>	<b>6.W-RW.1.</b>	<b>Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.</b>
<b>GLE / BIG IDEA</b>	<b>6.W-RW.3.</b>	<b>Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.</b>
<b>GLE / BIG IDEA</b>	<b>6.W-RW.4.</b>	<b>Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).</b>
<b>GLE / BIG IDEA</b>	<b>6.W-RW.5.</b>	<b>Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.</b>
<b>GLE / BIG IDEA</b>	<b>6.W-RW.6.</b>	<b>With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)</b>
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

### Lesson 08: Unit 3: Retelling Narrative Stories, p. 65-74

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### Language Arts

Grade 6 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-L.</b>	<b>Literature (L)</b>
GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC-L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
OBJECTIVE	6.RC-L.5b.	Describe how characters respond or change as the plot moves toward a resolution.

OBJECTIVE	6.RC-L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	6.VD-WB.1a.	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.
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OBJECTIVE	6.VD-WB.1c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech.
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OBJECTIVE	6.VD-WB.1d.	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).
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<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>

OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
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<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>

GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
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<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>

GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>6.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

Lesson 09: Unit 4 Summarizing a Reference, p. 75-82

**Idaho Content Standards**

**Language Arts**

Grade 6 - Adopted: 2022

**STANDARD / COURSE**      **6.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>6.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	6.VD-WB.1a.	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.
OBJECTIVE	6.VD-WB.1d.	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).
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>

GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.

GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

Lesson 10: Unit 4 Summarizing a Reference, p. 83-90

## Idaho Content Standards

### Language Arts

#### Grade 6 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	6.VD-WB.1a.	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.
OBJECTIVE	6.VD-WB.1c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech.
OBJECTIVE	6.VD-WB.1d.	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).
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.



GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>6.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

### Lesson 11: Unit 4 Summarizing a Reference, p. 91-100

## Idaho Content Standards

### Language Arts

Grade 6 - Adopted: 2022

**STANDARD / COURSE**      **6.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>6.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	6.VD-WB.1a.	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.
OBJECTIVE	6.VD-WB.1c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech.
OBJECTIVE	6.VD-WB.1d.	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).
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>

GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>6.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

### Lesson 12: Unit 4 Summarizing a Reference, p. 101-112

## Idaho Content Standards

### Language Arts

Grade 6 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>6.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	6.VD-WB.1a.	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.
OBJECTIVE	6.VD-WB.1c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech.
OBJECTIVE	6.VD-WB.1d.	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).
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>

GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>6.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

Lesson 13: Unit 5 Writing from Pictures, p. 113-118

**Idaho Content Standards**

**Language Arts**

**STANDARD / COURSE**      **6.RC-**      **Reading Comprehension Strand**
**CONTENT KNOWLEDGE AND SKILLS / GOAL**      **6.RC-RF.**      **Reading Fluency (RF)**

GLE / BIG IDEA      6.RC-RF.4.      Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

**STANDARD / COURSE**      **6.VD-**      **Vocabulary Development Strand**
**CONTENT KNOWLEDGE AND SKILLS / GOAL**      **6.VD-WB.**      **Word Building (WB)**

GLE / BIG IDEA      6.VD-WB.2.      Determine how words and phrases provide meaning and nuance to grade-level texts.

OBJECTIVE      6.VD-WB.2b.      Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

**STANDARD / COURSE**      **6.RS-**      **Research Strand**
**CONTENT KNOWLEDGE AND SKILLS / GOAL**      **6.RS-IP.**      **Inquiry Process to Build, Present, and Use Knowledge (IP)**

GLE / BIG IDEA      6.RS-IP.1.      Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.

**STANDARD / COURSE**      **6.W-**      **Writing Strand**
**CONTENT KNOWLEDGE AND SKILLS / GOAL**      **6.W-RW.**      **Range of Writing (RW)**

GLE / BIG IDEA      6.W-RW.1.      Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA      6.W-RW.3.      Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA      6.W-RW.4.      Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).

STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.

Lesson 14: Unit 5 Writing from Pictures, p. 119-127

## Idaho Content Standards

### Language Arts

Grade 6 - Adopted: 2022

STANDARD / COURSE	6.VD-	Vocabulary Development Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.

OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
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STANDARD / COURSE	6.W-	Writing Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).



GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>6.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

Lesson 15: Unit 5 Writing from Pictures, p. 127-134

## Idaho Content Standards

### Language Arts

#### Grade 6 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

**STANDARD / COURSE**      **6.W-**      **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**      **6.ODC-**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.

**STANDARD / COURSE**      **6.GC-**      **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

## Idaho Content Standards

## Language Arts

Grade 6 - Adopted: 2022

STANDARD /  
COURSE 6.RC- Reading Comprehension StrandCONTENT  
KNOWLEDGE  
AND SKILLS /  
GOAL 6.RC-TE. Textual Evidence (TE)

GLE / BIG IDEA 6.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.

STANDARD /  
COURSE 6.RC- Reading Comprehension StrandCONTENT  
KNOWLEDGE  
AND SKILLS /  
GOAL 6.RC-NF. Nonfiction Text (NF)

GLE / BIG IDEA 6.RC-NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE 6.RC-NF.6a. Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.

OBJECTIVE 6.RC-NF.6b. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.

STANDARD /  
COURSE 6.VD- Vocabulary Development StrandCONTENT  
KNOWLEDGE  
AND SKILLS /  
GOAL 6.VD-WB. Word Building (WB)

GLE / BIG IDEA 6.VD-WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE 6.VD-WB.1a. 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.

OBJECTIVE 6.VD-WB.1d. 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).

STANDARD /  
COURSE 6.VD- Vocabulary Development StrandCONTENT  
KNOWLEDGE  
AND SKILLS /  
GOAL 6.VD-WB. Word Building (WB)

GLE / BIG IDEA 6.VD-WB.2. Determine how words and phrases provide meaning and nuance to grade-level texts.

OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).

<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.

Lesson 17: Unit 6 Summarizing Multiple References, p. 143-148

## Idaho Content Standards

### Language Arts

#### Grade 6 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.

<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.

<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	6.VD-WB.1a.	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.
OBJECTIVE	6.VD-WB.1c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech.
OBJECTIVE	6.VD-WB.1d.	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).
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-AV.3.</b>	<b>Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.</b>
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
<b>GLE / BIG IDEA</b>	<b>6.RS-IP.1.</b>	<b>Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.</b>
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
<b>GLE / BIG IDEA</b>	<b>6.RS-DR.2.</b>	<b>Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)</b>
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

# Idaho Content Standards

## Language Arts

Grade 6 - Adopted: 2022

### STANDARD / COURSE 6.RC- Reading Comprehension Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL 6.RC-TE. Textual Evidence (TE)

GLE / BIG IDEA 6.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.

### STANDARD / COURSE 6.RC- Reading Comprehension Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL 6.RC-NF. Nonfiction Text (NF)

GLE / BIG IDEA 6.RC-NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE 6.RC-NF.6a. Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.

OBJECTIVE 6.RC-NF.6b. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.

### STANDARD / COURSE 6.VD- Vocabulary Development Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL 6.VD-WB. Word Building (WB)

GLE / BIG IDEA 6.VD-WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE 6.VD-WB.1a. 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.

OBJECTIVE 6.VD-WB.1d. 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).

### STANDARD / COURSE 6.VD- Vocabulary Development Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL 6.VD-WB. Word Building (WB)

GLE / BIG IDEA 6.VD-WB.2. Determine how words and phrases provide meaning and nuance to grade-level texts.

OBJECTIVE 6.VD-WB.2b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.



**STANDARD / COURSE**      **6.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA      6.VD-AV.3.      Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

**STANDARD / COURSE**      **6.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
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GLE / BIG IDEA      6.RS-IP.1.      Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.

**STANDARD / COURSE**      **6.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
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GLE / BIG IDEA      6.RS-DR.2.      Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

**STANDARD / COURSE**      **6.W-**      **Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA      6.W-RW.1.      Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA      6.W-RW.3.      Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA      6.W-RW.4.      Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).

**STANDARD / COURSE**      **6.ODC-**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.

Lesson 19: Unit 6 Summarizing Multiple References, p. 167-175

## Idaho Content Standards

### Language Arts

#### Grade 6 - Adopted: 2022

STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	6.VD-WB.1a.	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.
OBJECTIVE	6.VD-WB.1d.	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).
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)

GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>6.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

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### Language Arts

**STANDARD / COURSE**      **6.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
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<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
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OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
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**STANDARD / COURSE**      **6.W-**      **Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
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GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
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GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
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GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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**STANDARD / COURSE**      **6.ODC-**      **Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>
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GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
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GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>6.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>

OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
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### Lesson 21: Unit 7 Inventive Writing, p. 181-190

## Idaho Content Standards

### Language Arts

Grade 6 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>

OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
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<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>

GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
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GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
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GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>6.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

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### Idaho Content Standards

#### Language Arts

#### Grade 6 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

**STANDARD / COURSE**      **6.W-**      **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**      **6.ODC-**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.

**STANDARD / COURSE**      **6.GC-**      **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).



## Idaho Content Standards

## Language Arts

Grade 6 - Adopted: 2022

STANDARD /  
COURSE 6.VD- Vocabulary Development StrandCONTENT  
KNOWLEDGE  
AND SKILLS /  
GOAL 6.VD-WB. Word Building (WB)

GLE / BIG IDEA 6.VD-WB.2. Determine how words and phrases provide meaning and nuance to grade-level texts.

OBJECTIVE 6.VD-WB.2b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

STANDARD /  
COURSE 6.W- Writing StrandCONTENT  
KNOWLEDGE  
AND SKILLS /  
GOAL 6.W-RW. Range of Writing (RW)

GLE / BIG IDEA 6.W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA 6.W-RW.3. Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA 6.W-RW.4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).

GLE / BIG IDEA 6.W-RW.5. Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA 6.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD /  
COURSE 6.ODC- Oral and Digital Communications StrandCONTENT  
KNOWLEDGE  
AND SKILLS /  
GOAL 6.ODC-OC. Oral Communications (OC)

GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>6.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

### Lesson 24: Unit 8 Formal Essay Models, p. 205-214

## Idaho Content Standards

### Language Arts

#### Grade 6 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>6.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	6.VD-WB.1a.	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.
OBJECTIVE	6.VD-WB.1d.	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).
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>6.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

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## Idaho Content Standards

### Language Arts

Grade 6 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>6.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	6.VD-WB.1a.	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.
OBJECTIVE	6.VD-WB.1d.	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).
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>

GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>

GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
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GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
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### Lesson 26: Unit 8 Formal Essay Models, p. 225-230

## Idaho Content Standards

### Language Arts

#### Grade 6 - Adopted: 2022

#### STANDARD / COURSE      6.VD-      Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.

OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
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#### STANDARD / COURSE      6.W-      Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
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GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
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GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
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GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>6.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

### Lesson 27: Unit 9 Formal Critique, p. 231-242

## Idaho Content Standards

### Language Arts

Grade 6 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-L.</b>	<b>Literature (L)</b>
GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.



OBJECTIVE	6.RC-L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
OBJECTIVE	6.RC-L.5b.	Describe how characters respond or change as the plot moves toward a resolution.
OBJECTIVE	6.RC-L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	6.VD-WB.1a.	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.
OBJECTIVE	6.VD-WB.1d.	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).
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>6.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

### Lesson 28: Unit 9 Formal Critique, p. 243-250

## Idaho Content Standards

### Language Arts

Grade 6 - Adopted: 2022

**STANDARD / COURSE**      **6.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>6.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	6.RC-L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
OBJECTIVE	6.RC-L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>6.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	6.VD-WB.1a.	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.
OBJECTIVE	6.VD-WB.1d.	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).
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>

<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>6.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

### Lesson 29: Unit 9 Formal Critique, p. 251-260

## Idaho Content Standards

### Language Arts

Grade 6 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-TE.</b>	<b>Textual Evidence (TE)</b>

GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>6.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	6.RC-L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
OBJECTIVE	6.RC-L.5b.	Describe how characters respond or change as the plot moves toward a resolution.
OBJECTIVE	6.RC-L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	6.VD-WB.1a.	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.
OBJECTIVE	6.VD-WB.1d.	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).
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>6.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>

GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
<b>STANDARD / COURSE</b>	<b>6.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>6.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.

GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
<b>STANDARD / COURSE</b>	<b>6.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

Lesson 30: Unit 9 Formal Critique, p. 261-267

## Idaho Content Standards

### Language Arts

#### Grade 6 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-L.</b>	<b>Literature (L)</b>
GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC-L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
OBJECTIVE	6.RC-L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
<b>STANDARD / COURSE</b>	<b>6.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>6.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.



OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD-WB.1a.	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.
OBJECTIVE	6.VD-WB.1d.	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).
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD-WB.2b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>STANDARD / COURSE</b>	<b>6.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>6.RS-</b>	<b>Research Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.

**STANDARD / COURSE**      **6.RS-**      **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
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GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
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**STANDARD / COURSE**      **6.W-**      **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
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GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
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GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
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GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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**STANDARD / COURSE**      **6.ODC-**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
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GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
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GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
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STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
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