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

		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)
GUAL		

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
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.
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.RS-	Research Strand
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.)
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
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: Writiing from Notes, p. 19-28

Idaho Content Standards

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)
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-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.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT	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)
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
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).

Lesson 03: Unit 2: Writiing from Notes, p. 29-34

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.	
ST ANDARD / 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)
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-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.
ST ANDARD /		
COURSE	6.RS-	Research Strand
	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
COURSE CONTENT KNOWLEDGE AND SKILLS /		
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP) 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
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.RS-IP. 6.RS-IP.1.	Inquiry Process to Build, Present, and Use Knowledge (IP) 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.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	6.RS-IP. 6.RS-IP.1.	Inquiry Process to Build, Present, and Use Knowledge (IP) 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. Research Strand
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP. 6.RS-IP.1. 6.RS-DR.	Inquiry Process to Build, Present, and Use Knowledge (IP) 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. Research Strand Deep Reading on Topics to Build Knowledge (DR) 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
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD /	6.RS-IP. 6.RS-IP.1. 6.RS-DR. 6.RS-DR.	Inquiry Process to Build, Present, and Use Knowledge (IP) 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. Research Strand Deep Reading on Topics to Build Knowledge (DR) 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.)

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).

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

Idaho Content Standards

		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.
ST ANDARD / 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

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

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

Idaho Content Standards

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-L.	Literature (L)
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.
ST ANDARD / 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
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.
	6.RS-	Research Strand
ST ANDARD / COURSE	0.KS-	
	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
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 06: Unit 3: Retelling Narrative Stories, p. 49-56

Idaho Content Standards

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-L.	Literature (L)
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.
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.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).
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.
ST ANDARD / COURSE	6.VD-	Vocabulary Development Strand
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.
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).

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

Idaho Content Standards

		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-L.	Literature (L)
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.
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.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).
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
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.
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.)

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).

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

Idaho Content Standards

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-L.	Literature (L)
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.
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.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).
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
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.
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
	6.GC-GU.	Grammar and Conventions Strand Grammar and Usage (GU)
COURSE CONTENT KNOWLEDGE AND SKILLS /		

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

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

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

Idaho Content Standards

		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.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).
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
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.
STANDARD / COURSE	6.RS-	Research Strand
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.)
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
	6.GC-GU.	Grammar and Conventions Strand Grammar and Usage (GU)
COURSE CONTENT KNOWLEDGE AND SKILLS /		

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

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.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).
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.

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.
STANDARD / COURSE	6.RS-	Research Strand
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.)
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-	Demonstrate command of the conventions of English grammar and usage when writing
	GU.1.	or speaking.

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

Idaho Content Standards

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.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).
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
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.
STANDARD / COURSE	6.RS-	Research Strand
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.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS /	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)
KNOWLEDGE AND SKILLS /		Oral Communications (OC) 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.
KNOWLEDGE AND SKILLS / GOAL	oc.	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
KNOWLEDGE AND SKILLS / GOAL 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. 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
KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 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. 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.
GLE / BIG IDEA GLE / BIG IDEA GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	6.ODC-OC.1. 6.ODC-OC.4.	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. 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. Grammar and Conventions Strand

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

Idaho Content Standards

		Grade 6 - Adopted: 2022
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).

COURSE	0.000	oral and Digital Communications Straind
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.

Oral and Digital Communications Strand

6.ODC-

STANDARD /

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

Idaho Content Standards

		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.
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.)
ST ANDARD / 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).

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

Idaho Content Standards

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.

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
	6.ODC- OC.	Oral and Digital Communications Strand Oral Communications (OC)
COURSE CONTENT KNOWLEDGE AND SKILLS /	6.ODC-	
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC) 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
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.ODC- OC.1.	Oral Communications (OC) 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. 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
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA GLE / BIG IDEA	6.0DC- OC.1. 6.0DC- OC.1.	Oral Communications (OC) 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. 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.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	6.0DC- OC.1. 6.0DC- OC.1. 6.0DC- OC.4.	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. 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. Grammar and Conventions Strand

Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

Idaho Content Standards

		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
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.
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.RS-	Research Strand
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.)
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
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

		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.
ST ANDARD / 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.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).
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
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.
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.RS-	Research Strand
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.)
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-	Report orally on a topic or text or present an argument, sequencing ideas logically and using
	OC.4.	pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	OC.4.	
		volume and clear pronunciation.
COURSE CONTENT KNOWLEDGE AND SKILLS /	6.GC-	volume and clear pronunciation. Grammar and Conventions Strand

Idaho Content Standards

		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.

COURSE	0.75	vocabulary bevelopment Straila
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.
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.RS-	Research Strand
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.)
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

STANDARD /

6.VD-

Vocabulary Development 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

		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
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.
STANDARD / COURSE	6.RS-	Research Strand
	6.RS-IP.	Research Strand Inquiry Process to Build, Present, and Use Knowledge (IP)
COURSE CONTENT KNOWLEDGE AND SKILLS /		
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP) 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
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.RS-IP. 6.RS-IP.1.	Inquiry Process to Build, Present, and Use Knowledge (IP) 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.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	6.RS-IP. 6.RS-IP.1.	Inquiry Process to Build, Present, and Use Knowledge (IP) 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. Research Strand
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP. 6.RS-IP.1. 6.RS-DR.	Inquiry Process to Build, Present, and Use Knowledge (IP) 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. Research Strand Deep Reading on Topics to Build Knowledge (DR) 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
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD /	6.RS-IP. 6.RS-IP.1. 6.RS-DR. 6.RS-DR.	Inquiry Process to Build, Present, and Use Knowledge (IP) 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. Research Strand Deep Reading on Topics to Build Knowledge (DR) 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.)

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. Writh 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 / OC.1. Oral and Digital Communications Strand OCONTENT RNOWLEDGE AND SKILLS / 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 carnying out assigned roles; making comments and posing and responding to specific questions with elaboration and detait, and demonstrating understanding of various persp
RW.3. 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- 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- Produce clear and coherent organizational structures of multiple paragraphs in which facts and words, phrases, and clauses clarify the relationships between and among ideas and concepts. GLE / BIG IDEA 6.W- 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 CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 6.ODC- Oral Communications (OC) GLE / BIG IDEA 6.ODC- Oral communications (OC) COL. 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
RW.4. 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- 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 CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 6.ODC- OC. Prail 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
RW.5. 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 CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 6.ODC- OC. 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
RW.6. 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 GLE / BIG IDEA 6.ODC- OC. 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
CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 6.ODC- OC. 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
KNOWLEDGE AND SKILLS / GOAL 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
OC.1. 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
GLE / BIG IDEA 6.ODC- 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 / 6.GC- Grammar and Conventions Strand COURSE
CONTENT 6.GC-GU. Grammar and Usage (GU) KNOWLEDGE AND SKILLS / GOAL
GLE / BIG IDEA 6.GC- Demonstrate command of the conventions of English grammar and usage when writing or speaking.

Lesson 20: Unit 7 Inventive Writing, p. 173-180

Idaho Content Standards

		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.
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).

Lesson 21: Unit 7 Inventive Writing, p. 181-190

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.	
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.)
ST ANDARD / 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).

Lesson 22: Unit 7 Inventive Writing, p. 191-198

Idaho Content Standards

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.

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
	6.ODC- OC.	Oral and Digital Communications Strand Oral Communications (OC)
COURSE CONTENT KNOWLEDGE AND SKILLS /	6.ODC-	
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- OC.	Oral Communications (OC) 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
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.ODC- OC.1.	Oral Communications (OC) 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. 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
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA GLE / BIG IDEA	6.0DC- OC.1. 6.0DC- OC.1.	Oral Communications (OC) 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. 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.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	6.0DC- OC.1. 6.0DC- OC.1. 6.0DC- OC.4.	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. 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. Grammar and Conventions Strand

Lesson 23: Unit 7 Inventive Writing, p. 199-204

Idaho Content Standards

		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.
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
0171112711127	6.GC-GU.	Grammar and Usage (GU)
COURSE CONTENT KNOWLEDGE AND SKILLS /	5.55	

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

Idaho Content Standards

		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
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.
STANDARD / COURSE	6.RS-	Research Strand
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.)
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	6.ODC-	Oral Communications (OC)
KNOWLEDGE AND SKILLS / GOAL	oc.	
AND SKILLS /	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.
AND SKILLS / GOAL	6.ODC-	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
AND SKILLS / GOAL GLE / BIG IDEA	6.ODC- OC.1.	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. 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
AND SKILLS / GOAL GLE / BIG IDEA GLE / BIG IDEA	6.ODC- OC.1. 6.ODC- OC.4.	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. 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.
GLE / BIG IDEA GLE / BIG IDEA GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	6.ODC- OC.1. 6.ODC- OC.4.	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. 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. Grammar and Conventions Strand

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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
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.
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.RS-	Research Strand
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.)
STANDARD / COURSE	6.W-	Writing Strand
	6.W-RW.	Writing Strand Range of Writing (RW)
COURSE CONTENT KNOWLEDGE AND SKILLS /		
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Pange of Writing (RW) 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,
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.W-RW.1.	Range of Writing (RW) 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. 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
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.W-RW.1. 6.W-RW.3.	Range of Writing (RW) 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. 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. 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
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA GLE / BIG IDEA GLE / BIG IDEA	6.W-RW.1. 6.W-RW.3.	Pevelop 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. 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. 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.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.

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Idaho Content Standards

		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.
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		Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction,

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

Idaho Content Standards

		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-L.	Literature (L)
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.
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
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.
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.	detail; and demonstrating understanding of various perspectives through reflection and
GLE / BIG IDEA STANDARD / COURSE	6.ODC-	detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. 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
STANDARD /	6.ODC- OC.4.	detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. 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 CONTENT KNOWLEDGE AND SKILLS /	6.ODC- OC.4.	detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. 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. Grammar and Conventions Strand

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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-L.	Literature (L)
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.
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
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.
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.RS-	Research Strand
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.)
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.

Wite 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 CONTENT KNOWLEDGE AND SKILLS / GOAL 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 CONTENT KNOWLEDGE AND SKILLS / G.GC-GU. Grammar and Conventions Strand			
RW.5. 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 CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 6.ODC- OC. Dral Communications (OC) 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 CONTENT KNOWLEDGE AND SKILLS / Grammar and Usage (GU)	GLE / BIG IDEA		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
RW.6. 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 CONTENT KNOWLEDGE AND SKILLS / GOAL 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 CONTENT KNOWLEDGE AND SKILLS / 6.GC-GU. Grammar and Usage (GU)	GLE / BIG IDEA		ideas are logically grouped; headings, as applicable are included to support the purpose; and
CONTENT KNOWLEDGE AND SKILLS / GOAL 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.1. 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 /	GLE / BIG IDEA		revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing
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 /		6.ODC-	Oral and Digital Communications Strand
OC.1. 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- 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 / Grammar and Usage (GU)	KNOWLEDGE AND SKILLS /		Oral Communications (OC)
OC.4. pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. STANDARD / COURSE Grammar and Conventions Strand CONTENT KNOWLEDGE AND SKILLS / Grammar and Usage (GU)	GLE / BIG IDEA		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
COURSE CONTENT 6.GC-GU. Grammar and Usage (GU) KNOWLEDGE AND SKILLS /	GLE / BIG IDEA		pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate
KNOWLEDGE AND SKILLS /		6.GC-	Grammar and Conventions Strand
GOAL	KNOWLEDGE	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA 6.GC- Demonstrate command of the conventions of English grammar and usage when writing or speaking.	GLE / BIG IDEA		
OBJECTIVE 6.GC- Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	OBJECTIVE		

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Idaho Content Standards

		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.
ST ANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-L.	Literature (L)
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.
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).
ST ANDARD / 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.
ST ANDARD / COURSE	6.VD-	Vocabulary Development Strand
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.
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).
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).

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Idaho Content Standards

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-L.	Literature (L)		
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.		
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
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.
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.RS-	Research Strand
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.)
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).