

# Main Criteria: Investigations in Writing

## Secondary Criteria: Missouri Learning Standards

Subject: Language Arts

Grade: 6

### Investigations in Writing

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

## Missouri Learning Standards

### Language Arts

Grade 6 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.C.	Historical Context

INDICATOR /  
PROFICIENCY

6.RL.3.C.

Explain how plot and conflict reflect historical and/or cultural contexts.

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR /  
PROFICIENCY

6.RI.1.B.

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR /  
PROFICIENCY

6.RI.1.D.

Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.C.	Historical Context

INDICATOR / PROFICIENCY	6.RI.3.C.	Explain how the text reflects historical and/or cultural contexts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>

CONCEPT : GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery
INDICATOR / PROFICIENCY	6.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.

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

## Missouri Learning Standards

### Language Arts

Grade 6 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT : GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT : GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT : GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.

#### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT : GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
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INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery

INDICATOR / PROFICIENCY	6.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
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Lesson 03: Unit 2: Writiing from Notes, p. 29-34

## Language Arts

Grade 6 - Adopted: 2016

### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR /  
PROFICIENCY

6.RI.1.B.

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR /  
PROFICIENCY

6.RI.1.D.

Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR /  
PROFICIENCY

6.RI.3.D.

Read and comprehend informational text independently and proficiently.

### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR

6.W.2.A.b  
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Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
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GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY 6.SL.1.A. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery

INDICATOR / PROFICIENCY 6.SL.2.A. Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.

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

**Missouri Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b.	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.

INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b> <b>Speaking and Listening</b>		
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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

## Missouri Learning Standards

### Language Arts

Grade 6 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

#### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	6.RL.2.D.	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

#### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension



INDICATOR / PROFICIENCY	6.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	6.W.2.A.b .	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.W.3.A.b .	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery

INDICATOR / PROFICIENCY	6.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
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Lesson 06: Unit 3: Retelling Narrative Stories, p. 49-56

## Language Arts

Grade 6 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR /  
PROFICIENCY

6.RL.1.B.

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning

INDICATOR /  
PROFICIENCY

6.RL.2.D.

Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR /  
PROFICIENCY

6.RL.3.D.

Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR

6.W.2.A.a  
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Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

INDICATOR

6.W.2.A.b  
.

Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT : GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT : GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Lesson 07: Unit 3: Retelling Narrative Stories, p. 57-74

**Missouri Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT : GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR / PROFICIENCY	6.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
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**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT : GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning

INDICATOR / PROFICIENCY	6.RL.2.D.	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.a.	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
INDICATOR	6.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b.	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.d.	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT : GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR /  
PROFICIENCY

6.SL.1.A.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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

**Missouri Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT : GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR /  
PROFICIENCY

6.RL.1.B.

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT : GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning

INDICATOR /  
PROFICIENCY

6.RL.2.D.

Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT : GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR /  
PROFICIENCY

6.RL.3.D.

Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
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INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.
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**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Lesson 09: Unit 4 Summarizing a Reference, p. 75-82

**Missouri Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR /  
PROFICIENCY

6.RI.1.B.

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR /  
PROFICIENCY

6.RI.1.D.

Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR /  
PROFICIENCY

6.RI.3.D.

Read and comprehend informational text independently and proficiently.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR

6.W.2.A.b  
.

Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Lesson 10: Unit 4 Summarizing a Reference, p. 83-90

**Missouri Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
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**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
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**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**



CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY

6.RI.3.D.

Read and comprehend informational text independently and proficiently.

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR

6.W.2.A.b

Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR

6.W.3.A.a

Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.

INDICATOR

6.W.3.A.b

Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.

INDICATOR

6.W.3.A.c

Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

INDICATOR

6.W.3.A.d

Use transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY

6.SL.1.A.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

## Missouri Learning Standards

## Language Arts

Grade 6 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**                      **Reading Informational Text**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>

INDICATOR /  
PROFICIENCY                      6.RI.1.B.                      Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG  
IDEA /  
STANDARD**                      **Reading Informational Text**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.D.</b>	<b>Summarize/Claim</b>

INDICATOR /  
PROFICIENCY                      6.RI.1.D.                      Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

**STRAND: BIG  
IDEA /  
STANDARD**                      **Reading Informational Text**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RI.3.D.</b>	<b>Comprehension</b>

INDICATOR /  
PROFICIENCY                      6.RI.3.D.                      Read and comprehend informational text independently and proficiently.

**STRAND: BIG  
IDEA /  
STANDARD**                      **Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
<b>INDICATOR / PROFICIENCY</b>	<b>6.W.2.A.</b>	<b>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.</b>

INDICATOR                      6.W.2.A.b                      Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

**STRAND: BIG  
IDEA /  
STANDARD**                      **Writing**

<b>CONCEPT : GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>6.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

<b>CONCEPT : GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	<b>SL.1.A.</b>	<b>Conversations</b>

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Lesson 12: Unit 4 Summarizing a Reference, p. 101-112

**Missouri Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

<b>CONCEPT : GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>

INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
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**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

<b>CONCEPT : GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.D.</b>	<b>Summarize/Claim</b>

INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating

<b>GLE / COMPONENT</b>	<b>SL.1.A.</b>	<b>Conversations</b>
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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

## Missouri Learning Standards

### Language Arts

Grade 6 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RL.1.C.</b>	<b>Text Features</b>

INDICATOR / PROFICIENCY      6.RL.1.C.      Interpret visual elements of a text and draw conclusions from them (when applicable).

#### STRAND: BIG IDEA / STANDARD

#### Writing

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
<b>INDICATOR / PROFICIENCY</b>	<b>6.W.2.A.</b>	<b>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.</b>

INDICATOR      6.W.2.A.b      Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

#### STRAND: BIG IDEA / STANDARD

#### Writing

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>6.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR      6.W.3.A.b      Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.

#### STRAND: BIG IDEA / STANDARD

#### Speaking and Listening

<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Collaborating</b>
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<b>GLE / COMPONENT</b>	<b>SL.1.A.</b>	<b>Conversations</b>
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	<b>SL.1.B.</b>	<b>Questioning</b>
INDICATOR / PROFICIENCY	6.SL.1.B.	Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.2.</b>	<b>Presenting</b>
<b>GLE / COMPONENT</b>	<b>SL.2.A.</b>	<b>Verbal Delivery</b>
INDICATOR / PROFICIENCY	6.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.

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

## Missouri Learning Standards

### Language Arts

Grade 6 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RL.1.C.</b>	<b>Text Features</b>

INDICATOR / PROFICIENCY 6.RL.1.C. Interpret visual elements of a text and draw conclusions from them (when applicable).

#### STRAND: BIG IDEA / STANDARD

#### Writing

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>

INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
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INDICATOR	6.W.2.A.a .	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
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INDICATOR	6.W.2.A.b .	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.W.3.A.a .	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
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INDICATOR	6.W.3.A.b .	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.W.3.A.c .	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	6.W.3.A.d .	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.
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**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Lesson 15: Unit 5 Writing from Pictures, p. 127-134

## Missouri Learning Standards

### Language Arts

Grade 6 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT : GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.C.	Text Features
INDICATOR / PROFICIENCY	6.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT : GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT : GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT : GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations



INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.B.	Questioning
INDICATOR / PROFICIENCY	6.SL.1.B.	Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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

## Missouri Learning Standards

### Language Arts

Grade 6 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.

**STRAND: BIG  
IDEA /  
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a .	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

INDICATOR / PROFICIENCY	6.W.1.A.b .	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**STRAND: BIG  
IDEA /  
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	6.W.2.A.b .	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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**STRAND: BIG  
IDEA /  
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.W.3.A.a .	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
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INDICATOR	6.W.3.A.b .	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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**STRAND: BIG  
IDEA /  
STANDARD****Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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## Missouri Learning Standards

## Language Arts

Grade 6 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**
**Reading Informational Text**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>

INDICATOR /  
PROFICIENCY

6.RI.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG  
IDEA /  
STANDARD**
**Reading Informational Text**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.D.</b>	<b>Summarize/Claim</b>

INDICATOR /  
PROFICIENCY

6.RI.1.D. Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

**STRAND: BIG  
IDEA /  
STANDARD**
**Reading Informational Text**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RI.3.D.</b>	<b>Comprehension</b>

INDICATOR /  
PROFICIENCY

6.RI.3.D. Read and comprehend informational text independently and proficiently.

**STRAND: BIG  
IDEA /  
STANDARD**
**Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.1.</b>	<b>Approaching the Task as a Researcher</b>
<b>GLE / COMPONENT</b>	<b>W.1.A.</b>	<b>Research</b>

INDICATOR /  
PROFICIENCY

6.W.1.A.a . Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

INDICATOR /  
PROFICIENCY

6.W.1.A.b . Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**STRAND: BIG  
IDEA /  
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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**STRAND: BIG  
IDEA /  
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.
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**STRAND: BIG  
IDEA /  
STANDARD****Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Lesson 18: Unit 6 Summarizing Multiple References, p. 149-166

**Missouri Learning Standards****Language Arts**

Grade 6 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.C.	Historical Context

INDICATOR /  
PROFICIENCY

6.RL.3.C.

Explain how plot and conflict reflect historical and/or cultural contexts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR /  
PROFICIENCY

6.RI.1.B.

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR /  
PROFICIENCY

6.RI.1.D.

Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.C.	Historical Context

INDICATOR /  
PROFICIENCY

6.RI.3.C.

Explain how the text reflects historical and/or cultural contexts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR /  
PROFICIENCY

6.RI.3.D.

Read and comprehend informational text independently and proficiently.

**STRAND: BIG  
IDEA /  
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a .	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b .	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**STRAND: BIG  
IDEA /  
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.b .	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

**STRAND: BIG  
IDEA /  
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a .	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b .	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.

**STRAND: BIG  
IDEA /  
STANDARD****Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

## Missouri Learning Standards

## Language Arts

Grade 6 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**
**Reading Informational Text**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>

INDICATOR /  
PROFICIENCY

6.RI.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG  
IDEA /  
STANDARD**
**Reading Informational Text**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.D.</b>	<b>Summarize/Claim</b>

INDICATOR /  
PROFICIENCY

6.RI.1.D. Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

**STRAND: BIG  
IDEA /  
STANDARD**
**Reading Informational Text**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RI.3.D.</b>	<b>Comprehension</b>

INDICATOR /  
PROFICIENCY

6.RI.3.D. Read and comprehend informational text independently and proficiently.

**STRAND: BIG  
IDEA /  
STANDARD**
**Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.1.</b>	<b>Approaching the Task as a Researcher</b>
<b>GLE / COMPONENT</b>	<b>W.1.A.</b>	<b>Research</b>

INDICATOR /  
PROFICIENCY

6.W.1.A.a . Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

INDICATOR /  
PROFICIENCY

6.W.1.A.b . Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**STRAND: BIG  
IDEA /  
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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**STRAND: BIG  
IDEA /  
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.
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**STRAND: BIG  
IDEA /  
STANDARD****Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Lesson 20: Unit 7 Inventive Writing, p. 173-180

**Missouri Learning Standards****Language Arts**

Grade 6 - Adopted: 2016



**STRAND: BIG  
IDEA /  
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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**STRAND: BIG  
IDEA /  
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.
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**STRAND: BIG  
IDEA /  
STANDARD****Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Lesson 21: Unit 7 Inventive Writing, p. 181-190

**Missouri Learning Standards****Language Arts**

Grade 6 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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**STRAND: BIG  
IDEA /  
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.
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**STRAND: BIG  
IDEA /  
STANDARD****Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND: BIG  
IDEA /  
STANDARD****Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.B.	Questioning

INDICATOR / PROFICIENCY	6.SL.1.B.	Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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Lesson 22: Unit 7 Inventive Writing, p. 191-198

## Missouri Learning Standards

### Language Arts

Grade 6 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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#### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.
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#### STRAND: BIG IDEA / STANDARD

#### Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Lesson 23: Unit 7 Inventive Writing, p. 199-204

## Missouri Learning Standards

### Language Arts

Grade 6 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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#### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.
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#### STRAND: BIG IDEA / STANDARD

#### Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.B.	Questioning

INDICATOR / PROFICIENCY	6.SL.1.B.	Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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Lesson 24: Unit 8 Formal Essay Models, p. 205-214

## Missouri Learning Standards

### Language Arts

#### Grade 6 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
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<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
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<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
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**STRAND: BIG  
IDEA /  
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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**STRAND: BIG  
IDEA /  
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.
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**STRAND: BIG  
IDEA /  
STANDARD****Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND: BIG  
IDEA /  
STANDARD****Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.B.	Questioning

INDICATOR / PROFICIENCY	6.SL.1.B.	Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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Lesson 25: Unit 8 Formal Essay Models, p. 215-224

## Missouri Learning Standards

### Language Arts

Grade 6 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR /  
PROFICIENCY

6.RI.1.B.

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR /  
PROFICIENCY

6.RI.1.D.

Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR /  
PROFICIENCY

6.RI.3.D.

Read and comprehend informational text independently and proficiently.

#### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research

INDICATOR /  
PROFICIENCY

6.W.1.A.a

Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Lesson 26: Unit 8 Formal Essay Models, p. 225-230

## Missouri Learning Standards

### Language Arts

Grade 6 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer



<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
<b>INDICATOR / PROFICIENCY</b>	<b>6.W.2.A.</b>	<b>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.</b>

INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>6.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.
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**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	<b>SL.1.A.</b>	<b>Conversations</b>

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	<b>SL.1.B.</b>	<b>Questioning</b>

INDICATOR / PROFICIENCY	6.SL.1.B.	Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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# Missouri Learning Standards

## Language Arts

Grade 6 - Adopted: 2016

### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR / PROFICIENCY      6.RL.1.B.      Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning

INDICATOR / PROFICIENCY      6.RL.2.D.      Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR / PROFICIENCY      6.RL.3.D.      Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR      6.W.2.A.b      Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

### STRAND: BIG IDEA / STANDARD

#### Writing

<b>CONCEPT : GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>6.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

<b>CONCEPT : GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	<b>SL.1.A.</b>	<b>Conversations</b>

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Lesson 28: Unit 9 Formal Critique, p. 243-250

**Missouri Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

<b>CONCEPT : GLE / BENCHMARK</b>	<b>RL.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RL.1.D.</b>	<b>Summarize/Theme</b>

INDICATOR / PROFICIENCY	6.RL.1.D.	Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.
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**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

<b>CONCEPT : GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>

INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b.	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.

INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		
<b>Speaking and Listening</b>		
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	6.RL.2.D.	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR / PROFICIENCY	6.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	6.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b.	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.d.	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Lesson 30: Unit 9 Formal Critique, p. 261-267

**STRAND: BIG  
IDEA /  
STANDARD****Reading Literary Text**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RL.1.D.</b>	<b>Summarize/Theme</b>

INDICATOR /  
PROFICIENCY

6.RL.1.D.

Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.

**STRAND: BIG  
IDEA /  
STANDARD****Reading Informational Text**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>

INDICATOR /  
PROFICIENCY

6.RI.1.B.

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG  
IDEA /  
STANDARD****Reading Informational Text**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.D.</b>	<b>Summarize/Claim</b>

INDICATOR /  
PROFICIENCY

6.RI.1.D.

Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

**STRAND: BIG  
IDEA /  
STANDARD****Reading Informational Text**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RI.3.D.</b>	<b>Comprehension</b>

INDICATOR /  
PROFICIENCY

6.RI.3.D.

Read and comprehend informational text independently and proficiently.

**STRAND: BIG  
IDEA /  
STANDARD****Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
<b>INDICATOR / PROFICIENCY</b>	<b>6.W.2.A.</b>	<b>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.</b>

INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.