

## Main Criteria: Investigations in Writing

## Secondary Criteria: Mississippi College & Career Readiness Standards

## Subject: Language Arts

## Grade: 6

## Investigations in Writing

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

Mississippi College & Career Readiness Standards

## Language Arts

Grade 6 - Adopted: 2016

THEME	Reading Informational Text	
SUBJECT	Key Ideas and Details	
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrate, and elaborated in a text (e.g., through examples or anecdotes).

THEME	Reading Informational Text	
SUBJECT	Craft and Structure	
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
THEME	Reading Informational Text	
SUBJECT	Integration of Knowledge and Ideas	

Theme	Writing	
Subject	Production and Distribution of Writing	
Standard	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Standard	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

## THEME Writing

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD</b>	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
<b>OBJECTIVE</b>	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
<b>THEME</b>	<b>Speaking and Listening</b>	
<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
<b>OBJECTIVE</b>	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>OBJECTIVE</b>	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
<b>OBJECTIVE</b>	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
<b>OBJECTIVE</b>	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>THEME</b>	<b>Speaking and Listening</b>	
<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
<b>OBJECTIVE</b>	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>OBJECTIVE</b>	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Mississippi College & Career Readiness Standards****Language Arts****Grade 6 - Adopted: 2016**

THEME	Reading Informational Text	
SUBJECT	Key Ideas and Details	
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
THEME	Reading Informational Text	
SUBJECT	Craft and Structure	
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
THEME	Reading Informational Text	
SUBJECT	Integration of Knowledge and Ideas	
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
THEME	Writing	
SUBJECT	Text Types and Purposes	
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

THEME	Writing	
SUBJECT	Production and Distribution of Writing	

STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

THEME	Writing	
SUBJECT	Range of Writing	
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

THEME	Speaking and Listening	
SUBJECT	Comprehension and Collaboration	
STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

THEME	Speaking and Listening	
SUBJECT	Presentation of Knowledge and Ideas	
STANDARD	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

THEME	Language	
SUBJECT	Conventions of Standard English	
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

## THEME Language

Subject	Vocabulary Acquisition and Use	
Standard	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE L.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.

OBJECTIVE L.6.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## THEME Language

## **SUBJECT**      **Vocabulary Acquisition and Use**

**STANDARD** L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Mississippi College & Career Readiness Standards

## Language Arts

Grade 6 - Adopted: 2016

## THEME Reading Informational Text

Subject		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrate, and elaborated in a text (e.g., through examples or anecdotes).

## THEME Reading Informational Text

Subject		Craft and Structure
Standard	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

THEME Reading Informational Text

## **SUBJECT** Integration of Knowledge and Ideas

STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
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STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Range of Writing</b>
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**THEME** **Speaking and Listening**

<b>Comprehension and Collaboration</b>		
<b>SUBJECT</b>		
<b>STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

## THEME Speaking and Listening

<b>SUBJECT</b>	<b>Presentation of Knowledge and Ideas</b>	
<b>STANDARD</b>	<b>SL.6.4.</b>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

## THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

## THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## THEME Language

## SUBJECT Vocabulary Acquisition and Use

STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Lesson 04: Unit 2: Writing from Notes, p. 35-42**

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 6 - Adopted: 2016**

**THEME** **Reading Informational Text**

SUBJECT		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**THEME** **Reading Informational Text**

SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**THEME** **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**THEME** **Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**THEME** **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
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**THEME** **Writing**

SUBJECT		Range of Writing
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**THEME** **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1c.	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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OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**THEME** **Language**

SUBJECT		Conventions of Standard English
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<b>STANDARD</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>
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OBJECTIVE L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE L.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE L.6.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 6 - Adopted: 2016**

**THEME** **Reading Literature**

<b>SUBJECT</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD</b>	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.
<b>STANDARD</b>	RL.6.3.	Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**THEME** **Reading Literature**

<b>SUBJECT</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

<b>THEME</b> <b>Reading Literature</b>		
<b>SUBJECT</b>	<b>Range of Reading and Level of Text Complexity</b>	
STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>THEME</b> <b>Writing</b>		
<b>SUBJECT</b>	<b>Production and Distribution of Writing</b>	
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>THEME</b> <b>Speaking and Listening</b>		
<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>	
STANDARD	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>THEME</b> <b>Speaking and Listening</b>		
<b>SUBJECT</b>	<b>Presentation of Knowledge and Ideas</b>	
STANDARD	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>THEME</b> <b>Language</b>		
<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>	
STANDARD	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME	Language	
SUBJECT	Vocabulary Acquisition and Use	
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

THEME	Reading Literature	
SUBJECT	Key Ideas and Details	
STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.
STANDARD	RL.6.3.	Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

THEME	Reading Literature	
SUBJECT	Craft and Structure	
STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

THEME	Reading Literature	
SUBJECT	Range of Reading and Level of Text Complexity	
STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME	Writing	
SUBJECT	Text Types and Purposes	
STANDARD	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

OBJECTIVE	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>		<b>Range of Writing</b>
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>THEME</b>	<b>Speaking and Listening</b>	
<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>		<b>Conventions of Standard English</b>
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

THEME		
Language		
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME		
Language		
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 6 - Adopted: 2016**

THEME		
Reading Literature		
SUBJECT		Key Ideas and Details
STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.
STANDARD	RL.6.3.	Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

THEME		
Reading Literature		
SUBJECT		Craft and Structure
STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

THEME		
Reading Literature		
SUBJECT		Range of Reading and Level of Text Complexity

**STANDARD** RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## THEME Writing

SUBJECT		Text Types and Purposes
STANDARD	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE W.6.3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

OBJECTIVE W.6.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

OBJECTIVE W.6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**OBJECTIVE** W.6.3e. Provide a conclusion that follows from the narrated experiences or events.

## THEME Writing

<b>SUBJECT</b>	<b>Production and Distribution of Writing</b>	
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STANDARD** W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

## THEME Writing

**SUBJECT** Range of Writing

**STANDARD** W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening

SUBJECT	Comprehension and Collaboration	
STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE SL.6.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

OBJECTIVE SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**THEME** **Language**

SUBJECT		<b>Conventions of Standard English</b>
STANDARD	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**THEME** **Language**

SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **Language**

SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 6 - Adopted: 2016**

**THEME** **Reading Literature**

SUBJECT		<b>Key Ideas and Details</b>
STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.
STANDARD	RL.6.3.	Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<b>THEME</b>	<b>Reading Literature</b>	
<b>SUBJECT</b>		<b>Craft and Structure</b>
STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<b>THEME</b>	<b>Reading Literature</b>	
<b>SUBJECT</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
STANDARD	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
OBJECTIVE	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>		<b>Range of Writing</b>

STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**THEME** **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
STANDARD	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**THEME** **Language**

SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**THEME** **Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **Language**

SUBJECT		Vocabulary Acquisition and Use
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**STANDARD** L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Mississippi College & Career Readiness Standards

## Language Arts

Grade 6 - Adopted: 2016

Theme	Reading Informational Text	
Subject	Key Ideas and Details	
Standard	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Standard	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Standard	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrate, and elaborated in a text (e.g., through examples or anecdotes).

THEME	Reading Informational Text	
SUBJECT	Craft and Structure	
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

THEME	Reading Informational Text	
SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

THEME	Writing	
SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**THEME** **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
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**THEME** **Writing**

SUBJECT		Range of Writing
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**THEME** **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1c.	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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OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**THEME** **Language**

SUBJECT		Conventions of Standard English
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<b>STANDARD</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>
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OBJECTIVE L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE L.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE L.6.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 6 - Adopted: 2016**

**THEME** **Reading Informational Text**

<b>SUBJECT</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD</b>	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<b>STANDARD</b>	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**THEME** **Reading Informational Text**

<b>SUBJECT</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

THEME	Reading Informational Text	
SUBJECT	Integration of Knowledge and Ideas	
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
THEME	Writing	
SUBJECT	Text Types and Purposes	
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
THEME	Writing	
SUBJECT	Production and Distribution of Writing	
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
THEME	Writing	
SUBJECT	Research to Build and Present Knowledge	
STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
THEME	Writing	
SUBJECT	Range of Writing	

STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**THEME** **Speaking and Listening**

<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE L.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE L.6.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

OBJECTIVE L.6.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 11: Unit 4 Summarizing a Reference, p. 91-100

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

**THEME** Reading Informational Text

SUBJECT	Key Ideas and Details	
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**THEME** Reading Informational Text

SUBJECT	Craft and Structure	
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**THEME** Reading Informational Text

SUBJECT	Integration of Knowledge and Ideas	
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**THEME** Writing

SUBJECT	Text Types and Purposes	
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**THEME** **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
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**THEME** **Writing**

SUBJECT		Range of Writing
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**THEME** **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1c.	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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OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**THEME** **Language**

SUBJECT		Conventions of Standard English
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<b>STANDARD</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>
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OBJECTIVE L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE L.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE L.6.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

OBJECTIVE L.6.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 6 - Adopted: 2016**

**THEME** **Reading Informational Text**

<b>SUBJECT</b>		<b>Key Ideas and Details</b>
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

STANDARD RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**THEME** **Reading Informational Text**

<b>SUBJECT</b>		<b>Craft and Structure</b>
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STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Integration of Knowledge and Ideas</b>
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STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Text Types and Purposes</b>
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STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Production and Distribution of Writing</b>
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STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Research to Build and Present Knowledge</b>
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STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Range of Writing</b>
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STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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#### THEME Speaking and Listening

SUBJECT		<b>Comprehension and Collaboration</b>
STANDARD	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### THEME Language

SUBJECT		<b>Conventions of Standard English</b>
STANDARD	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

#### THEME Language

SUBJECT		<b>Knowledge of Language</b>
STANDARD	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.

#### THEME Language

SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Language**

<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
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STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 13: Unit 5 Writing from Pictures, p. 113-118

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 6 - Adopted: 2016**

**THEME** **Writing**

<b>SUBJECT</b>	<b>Production and Distribution of Writing</b>
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STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>
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STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1c.	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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OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Presentation of Knowledge and Ideas</b>
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STANDARD	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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**THEME** **Language**

SUBJECT	Vocabulary Acquisition and Use	
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

#### THEME Writing

SUBJECT	Text Types and Purposes	
STANDARD	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.

#### THEME Writing

SUBJECT	Production and Distribution of Writing	
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

#### THEME Writing

SUBJECT	Range of Writing	
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### THEME Speaking and Listening

SUBJECT	Comprehension and Collaboration	
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<b>STANDARD</b>	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>THEME</b>		<b>Language</b>

**THEME** **Language**

<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>THEME</b>		<b>Language</b>

**SUBJECT** **Vocabulary Acquisition and Use**

<b>STANDARD</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 15: Unit 5 Writing from Pictures, p. 127-134

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 6 - Adopted: 2016**

**THEME** **Writing**

**SUBJECT** **Text Types and Purposes**

<b>STANDARD</b>	W.6.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
OBJECTIVE	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.

**THEME** **Writing**

<b>SUBJECT</b>	<b>Production and Distribution of Writing</b>
STANDARD	W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**THEME** **Writing**

<b>SUBJECT</b>	<b>Range of Writing</b>
STANDARD	W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>
STANDARD	SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

**THEME** **Reading Informational Text**

<b>SUBJECT</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD</b>	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<b>STANDARD</b>	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrate, and elaborated in a text (e.g., through examples or anecdotes).

**THEME** **Reading Informational Text**

<b>SUBJECT</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**THEME** **Reading Informational Text**

<b>SUBJECT</b>		<b>Integration of Knowledge and Ideas</b>
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STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**THEME** **Writing**

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD	W.6.8.	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.

**THEME** **Writing**

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
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**THEME** **Speaking and Listening**

<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
STANDARD	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Theme	Language	
Subject		Vocabulary Acquisition and Use
Standard	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
Objective	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Objective	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME	Language
SUBJECT	Vocabulary Acquisition and Use
STANDARD	L.6.6.
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Mississippi College & Career Readiness Standards

## Language Arts

Grade 6 - Adopted: 2016

THEME	Reading Informational Text	
SUBJECT	Key Ideas and Details	
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrate, and elaborated in a text (e.g., through examples or anecdotes).

THEME	Reading Informational Text
SUBJECT	Craft and Structure

STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Integration of Knowledge and Ideas</b>
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STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Text Types and Purposes</b>
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STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Production and Distribution of Writing</b>
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STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Research to Build and Present Knowledge</b>
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STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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STANDARD	W.6.8.	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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**THEME** **Writing**

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD</b>	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
<b>OBJECTIVE</b>	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>		<b>Range of Writing</b>
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>THEME</b>	<b>Speaking and Listening</b>	
<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
STANDARD	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>		<b>Conventions of Standard English</b>
STANDARD	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>		<b>Knowledge of Language</b>
STANDARD	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

THEME		
Language		
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME		
Language		
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 18: Unit 6 Summarizing Multiple References, p. 149-166

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

THEME		
Reading Informational Text		
SUBJECT		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

THEME		
Reading Informational Text		
SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

THEME		
Reading Informational Text		
SUBJECT		Integration of Knowledge and Ideas

STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**THEME** **Writing**

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD	W.6.8.	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.

**THEME** **Speaking and Listening**

<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
STANDARD	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

THEME	Language	
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME	Language	
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

THEME	Reading Informational Text	
SUBJECT		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

THEME	Reading Informational Text	
SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

THEME	Reading Informational Text	
SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

THEME	Writing	
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<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

#### THEME Writing

<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

#### THEME Writing

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD	W.6.8.	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.

#### THEME Writing

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

#### THEME Writing

<b>SUBJECT</b>		<b>Range of Writing</b>
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STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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#### THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

#### THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.

#### THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE L.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE L.6.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME	Language	
SUBJECT	Vocabulary Acquisition and Use	
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

THEME	Writing	
SUBJECT	Text Types and Purposes	
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

THEME	Writing	
SUBJECT	Production and Distribution of Writing	
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

THEME	Writing	
SUBJECT	Range of Writing	
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**THEME** **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**THEME** **Language**

SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**THEME** **Language**

SUBJECT		Knowledge of Language
STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

**THEME** **Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Mississippi College & Career Readiness Standards****Language Arts**

Grade 6 - Adopted: 2016

THEME	Writing	
SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
THEME	Writing	
SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
THEME	Writing	
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
THEME	Writing	
SUBJECT		Range of Writing
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
THEME	Speaking and Listening	
SUBJECT		Comprehension and Collaboration
STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

#### THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

#### THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

#### THEME Writing

SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

#### THEME Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

#### THEME Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
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#### THEME Writing

SUBJECT		Range of Writing
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**THEME** Language

SUBJECT		<b>Conventions of Standard English</b>
STANDARD	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**THEME** Language

SUBJECT		<b>Knowledge of Language</b>
STANDARD	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**THEME** Language

SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 6 - Adopted: 2016**

**THEME** Writing

SUBJECT		<b>Text Types and Purposes</b>
STANDARD	W.6.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

#### THEME Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

#### THEME Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

#### THEME Writing

SUBJECT		Range of Writing
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**THEME** **Language**

SUBJECT		<b>Conventions of Standard English</b>
STANDARD	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**THEME** **Language**

SUBJECT		<b>Knowledge of Language</b>
STANDARD	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
THEME		<b>Language</b>

SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

**THEME** **Reading Informational Text**

SUBJECT		<b>Key Ideas and Details</b>
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**THEME** **Reading Informational Text**

SUBJECT	Craft and Structure	
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STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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**THEME** **Reading Informational Text**

SUBJECT	Integration of Knowledge and Ideas	
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STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**THEME** **Writing**

SUBJECT	Text Types and Purposes	
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STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**THEME** **Writing**

SUBJECT	Production and Distribution of Writing	
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STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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**THEME** **Writing**

SUBJECT	Range of Writing	
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STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**THEME** **Speaking and Listening**

SUBJECT	Comprehension and Collaboration	
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<b>STANDARD</b>	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>THEME</b>		<b>Language</b>

**THEME** **Language**

<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>THEME</b>		<b>Language</b>

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Language</b>

**THEME** **Vocabulary Acquisition and Use**

<b>STANDARD</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Mississippi College & Career Readiness Standards****Language Arts****Grade 6 - Adopted: 2016****THEME****Reading Informational Text****SUBJECT****Key Ideas and Details****STANDARD****RI.6.1.**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STANDARD****RI.6.2.**

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**STANDARD****RI.6.3.**

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**THEME****Reading Informational Text****SUBJECT****Craft and Structure****STANDARD****RI.6.4.**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**THEME****Reading Informational Text****SUBJECT****Integration of Knowledge and Ideas****STANDARD****RI.6.7.**

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**THEME****Writing****SUBJECT****Production and Distribution of Writing****STANDARD****W.6.4.**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STANDARD****W.6.5.**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**THEME****Writing****SUBJECT****Research to Build and Present Knowledge****STANDARD****W.6.7.**

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**STANDARD****W.6.8.**

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.

THEME	Writing	
SUBJECT	Range of Writing	
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
THEME	Speaking and Listening	
SUBJECT	Comprehension and Collaboration	
STANDARD	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
THEME	Language	
SUBJECT	Vocabulary Acquisition and Use	
STANDARD	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME	Language	
SUBJECT	Vocabulary Acquisition and Use	
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 26: Unit 8 Formal Essay Models, p. 225-230

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

THEME	Writing	
SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
THEME	Writing	
SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
THEME	Writing	
SUBJECT		Range of Writing
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
THEME	Speaking and Listening	
SUBJECT		Comprehension and Collaboration
STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**THEME** **Language**

SUBJECT		<b>Conventions of Standard English</b>
STANDARD	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**THEME** **Language**

SUBJECT		<b>Knowledge of Language</b>
STANDARD	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
THEME		<b>Language</b>

SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 6 - Adopted: 2016**

**THEME** **Reading Literature**

SUBJECT		<b>Key Ideas and Details</b>
STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.
STANDARD	RL.6.3.	Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**THEME** **Reading Literature**

Craft and Structure		
STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<b>THEME</b>	<b>Reading Literature</b>	
Range of Reading and Level of Text Complexity		
STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>THEME</b>	<b>Writing</b>	
Text Types and Purposes		
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>THEME</b>	<b>Writing</b>	
Production and Distribution of Writing		
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
<b>THEME</b>	<b>Writing</b>	
Range of Writing		
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>THEME</b>	<b>Speaking and Listening</b>	
Comprehension and Collaboration		

<b>STANDARD</b>	SL.6.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>THEME</b>		<b>Language</b>

**THEME** **Language**

<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	L.6.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>THEME</b>		<b>Language</b>

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Language</b>

**THEME** **Vocabulary Acquisition and Use**

<b>STANDARD</b>	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Mississippi College & Career Readiness Standards****Language Arts****Grade 6 - Adopted: 2016****THEME** **Reading Literature**

SUBJECT		Key Ideas and Details
STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.

**THEME** **Reading Literature**

SUBJECT		Craft and Structure
STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**THEME** **Reading Informational Text**

SUBJECT		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrate, and elaborated in a text (e.g., through examples or anecdotes).

**THEME** **Reading Informational Text**

SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**THEME** **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**THEME** **Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

**THEME** **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.8.	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.

**THEME** **Writing**

SUBJECT		Range of Writing
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**THEME** **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

THEME	Language	
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

THEME	Language	
SUBJECT		Knowledge of Language
STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.

THEME	Language	
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME	Language	
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Lesson 29: Unit 9 Formal Critique, p. 251-260		

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

THEME	Reading Literature

Subject		Key Ideas and Details
STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.
STANDARD	RL.6.3.	Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

THEME Reading Literature

Subject	Craft and Structure
Standard	RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

THEME Reading Literature

Subject	Range of Reading and Level of Text Complexity
Standard	RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## THEME Writing

Subject		Text Types and Purposes
Standard	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Objective	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Objective	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
Objective	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
Objective	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Objective	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation

SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STANDARD** W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

THEME	Writing
SUBJECT	Research to Build and Present Knowledge

**STANDARD** W.6.8. 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.

THEME	Writing
SUBJECT	Range of Writing

**STANDARD** W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening

<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>	
<b>STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

OBJECTIVE SL.6.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

OBJECTIVE SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**OBJECTIVE** SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

OBJECTIVE SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

THEME	Language	
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

THEME	Language	
SUBJECT		Knowledge of Language
STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.

**THEME** **Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE L.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE L.6.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 6 - Adopted: 2016**

**THEME** **Reading Literature**

SUBJECT		Key Ideas and Details
STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.

**THEME** **Reading Literature**

SUBJECT		Craft and Structure
STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**THEME** **Reading Informational Text**

SUBJECT		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

<b>THEME</b>			<b>Reading Informational Text</b>
<b>SUBJECT</b>			<b>Craft and Structure</b>
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	
<b>THEME</b>			<b>Reading Informational Text</b>
<b>SUBJECT</b>			<b>Integration of Knowledge and Ideas</b>
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
<b>THEME</b>			<b>Writing</b>
<b>SUBJECT</b>			<b>Text Types and Purposes</b>
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.	
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.	
<b>THEME</b>			<b>Writing</b>
<b>SUBJECT</b>			<b>Production and Distribution of Writing</b>
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
STANDARD	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	
<b>THEME</b>			<b>Writing</b>
<b>SUBJECT</b>			<b>Research to Build and Present Knowledge</b>

STANDARD	W.6.8.	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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## THEME Writing

Subject		Range of Writing
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## THEME Speaking and Listening

Subject	Comprehension and Collaboration	
Standard	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE SL.6.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

OBJECTIVE SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

## THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

**OBJECTIVE** L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

## THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**OBJECTIVE** L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.

## THEME Language

## SUBJECT Vocabulary Acquisition and Use

<b>STANDARD</b>	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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