

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Idaho Content Standards
Language Arts
 Grade 6 - Adopted: 2022

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 6.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 6.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

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

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

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

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
OBJECTIVE	6.RC-NF.6c.	Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD-WB.2d.	Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)

GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 6.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 6.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

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

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

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

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE 6.RC-NF.6a. Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.

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

OBJECTIVE 6.RC-NF.6c. Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD-WB.2d.	Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).

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

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

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

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
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GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
OBJECTIVE	6.GC-GU.1f.	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
GLE / BIG IDEA	6.GC-M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.

UNIT 2: WRITING FROM NOTES Week 3 Page 27-36

Idaho Content Standards
Language Arts
Grade 6 - Adopted: 2022

STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
GLE / BIG IDEA	6.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	6.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-RF.	Reading Fluency (RF)

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
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OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
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OBJECTIVE	6.RC-NF.6c.	Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

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

OBJECTIVE	6.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	6.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

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

OBJECTIVE	6.VD-WB.2d.	Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
GLE / BIG IDEA	6.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
OBJECTIVE	6.GC-GU.1f.	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
GLE / BIG IDEA	6.GC-M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.
UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44		

**Idaho Content Standards
Language Arts
Grade 6 - Adopted: 2022**

STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
GLE / BIG IDEA	6.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	6.RC-	Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	6.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-RF.	Reading Fluency (RF)
GLE / BIG IDEA	6.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-L.	Literature (L)
GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC-L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
OBJECTIVE	6.RC-L.5b.	Describe how characters respond or change as the plot moves toward a resolution.
OBJECTIVE	6.RC-L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
OBJECTIVE	6.RC-L.5d.	Explain how authors develop the point of view of the narrator or speaker in texts.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	6.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD-WB.2d.	Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.W-	Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / COURSE **6.ODC- Oral and Digital Communications Strand**

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
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OBJECTIVE	6.GC-GU.1f.	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
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STANDARD / COURSE **6.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
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GLE / BIG IDEA	6.GC-M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.
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UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

**Idaho Content Standards
Language Arts
Grade 6 - Adopted: 2022**

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA	6.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	6.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-RF.	Reading Fluency (RF)
GLE / BIG IDEA	6.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-L.	Literature (L)
GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC-L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
OBJECTIVE	6.RC-L.5b.	Describe how characters respond or change as the plot moves toward a resolution.
OBJECTIVE	6.RC-L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
OBJECTIVE	6.RC-L.5d.	Explain how authors develop the point of view of the narrator or speaker in texts.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand

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

OBJECTIVE 6.VD-WB.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE 6.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

OBJECTIVE 6.VD-WB.2d. Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).

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

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

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

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

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

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / COURSE **6.ODC-** **Oral and Digital Communications Strand**

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
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OBJECTIVE	6.GC-GU.1f.	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
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STANDARD / COURSE **6.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
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GLE / BIG IDEA	6.GC-M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.
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STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 6.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 6.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

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

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

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

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-L.	Literature (L)
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GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
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OBJECTIVE 6.RC-L.5a. Explain stated or implied themes of texts, including how they are developed using specific details from the texts.

OBJECTIVE 6.RC-L.5b. Describe how characters respond or change as the plot moves toward a resolution.

OBJECTIVE	6.RC-L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
OBJECTIVE	6.RC-L.5d.	Explain how authors develop the point of view of the narrator or speaker in texts.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD-WB.2d.	Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
OBJECTIVE	6.GC-GU.1f.	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
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GLE / BIG IDEA 6.GC-M.3. Spell derivatives correctly by applying knowledge of bases and affixes.

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74

Idaho Content Standards
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STANDARD / COURSE 6.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 6.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE 6.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 6.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE 6.RC- Reading Comprehension Strand

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

STANDARD / COURSE 6.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE 6.RC-NF.6a. Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.

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

OBJECTIVE	6.RC-NF.6c.	Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.
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STANDARD / COURSE **6.VD- Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
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OBJECTIVE	6.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	6.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STANDARD / COURSE **6.VD- Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	6.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
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OBJECTIVE	6.VD-WB.2d.	Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).
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STANDARD / COURSE **6.VD- Vocabulary Development Strand**

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
OBJECTIVE	6.GC-GU.1f.	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
GLE / BIG IDEA	6.GC-M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.

UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80

**Idaho Content Standards
Language Arts
Grade 6 - Adopted: 2022**

STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
GLE / BIG IDEA	6.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	6.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

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

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

GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
OBJECTIVE	6.RC-NF.6c.	Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD-WB.2d.	Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)

GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
OBJECTIVE	6.GC-GU.1f.	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
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GLE / BIG IDEA	6.GC-M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.
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UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 81-88

**Idaho Content Standards
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STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA	6.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
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STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA	6.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
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STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
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OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
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OBJECTIVE	6.RC-NF.6c.	Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

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

OBJECTIVE	6.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	6.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

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

OBJECTIVE	6.VD-WB.2d.	Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
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GLE / BIG IDEA 6.ODC-OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.

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

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

OBJECTIVE 6.GC-GU.1c. Use pronouns correctly regarding case, number, and person, including intensive pronouns (e.g., myself, ourselves).

OBJECTIVE 6.GC-GU.1e. Recognize and correct inappropriate shifts in pronoun number and person.

OBJECTIVE 6.GC-GU.1f. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
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GLE / BIG IDEA 6.GC-M.3. Spell derivatives correctly by applying knowledge of bases and affixes.

**Idaho Content Standards
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STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 6.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 6.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

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

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE 6.RC-NF.6a. Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
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OBJECTIVE 6.VD-WB.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE 6.VD-WB.1c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech.

OBJECTIVE 6.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)

GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / COURSE **6.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
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OBJECTIVE	6.GC-GU.1e.	Recognize and correct inappropriate shifts in pronoun number and person.
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OBJECTIVE	6.GC-GU.1f.	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
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STANDARD / COURSE **6.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
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GLE / BIG IDEA	6.GC-M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.
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**Idaho Content Standards
Language Arts
Grade 6 - Adopted: 2022**

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA	6.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
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STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA	6.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
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STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE 6.RC-NF.6a. Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
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OBJECTIVE 6.VD-WB.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE 6.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

OBJECTIVE	6.GC-GU.1f.	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
GLE / BIG IDEA	6.GC-M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.
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**Idaho Content Standards
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STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
GLE / BIG IDEA	6.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	6.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

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

STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-L.	Literature (L)
GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.

OBJECTIVE	6.RC-L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
OBJECTIVE	6.RC-L.5b.	Describe how characters respond or change as the plot moves toward a resolution.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)

GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / COURSE **6.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
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OBJECTIVE	6.GC-GU.1f.	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
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STANDARD / COURSE **6.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
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GLE / BIG IDEA	6.GC-M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA	6.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
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STANDARD / COURSE **6.RC- Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA	6.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
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STANDARD / COURSE **6.RC- Reading Comprehension Strand**

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

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

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

OBJECTIVE 6.RC-NF.6c. Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.

OBJECTIVE 6.RC-NF.6e. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

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

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

OBJECTIVE 6.VD-WB.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE 6.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

OBJECTIVE 6.VD-WB.2d. Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).

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

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

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

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

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

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

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

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

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

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / COURSE **6.ODC- Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
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GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
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STANDARD / COURSE **6.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
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OBJECTIVE	6.GC-GU.1f.	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
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STANDARD / COURSE **6.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
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GLE / BIG IDEA	6.GC-M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.
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STANDARD / COURSE **6.RC- Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA	6.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
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STANDARD / COURSE **6.RC- Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	6.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
OBJECTIVE	6.RC-NF.6c.	Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.
OBJECTIVE	6.RC-NF.6e.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand

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

OBJECTIVE 6.VD-WB.2d. Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).

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

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

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

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

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

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

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

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

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

GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
OBJECTIVE	6.GC-GU.1f.	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
GLE / BIG IDEA	6.GC-M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
GLE / BIG IDEA	6.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	6.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC-TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
OBJECTIVE	6.RC-NF.6c.	Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.
OBJECTIVE	6.RC-NF.6e.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	6.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD-WB.2d.	Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)

GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / COURSE **6.ODC- Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
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GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
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STANDARD / COURSE **6.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
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OBJECTIVE	6.GC-GU.1f.	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
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STANDARD / COURSE **6.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
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GLE / BIG IDEA	6.GC-M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA	6.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
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STANDARD / COURSE **6.RC- Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA	6.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
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STANDARD / COURSE **6.RC- Reading Comprehension Strand**

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
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OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
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OBJECTIVE	6.RC-NF.6c.	Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.
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OBJECTIVE	6.RC-NF.6e.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD-WB.2d.	Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.RS-	Research Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
OBJECTIVE	6.GC-GU.1f.	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
GLE / BIG IDEA	6.GC-M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.

UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

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STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

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

OBJECTIVE 6.GC-GU.1f. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
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GLE / BIG IDEA 6.GC-M.3. Spell derivatives correctly by applying knowledge of bases and affixes.

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

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

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

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / COURSE **6.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
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OBJECTIVE	6.GC-GU.1f.	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
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STANDARD / COURSE **6.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
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GLE / BIG IDEA	6.GC-M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.
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STANDARD / COURSE **6.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
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GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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STANDARD / COURSE **6.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / COURSE **6.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

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

OBJECTIVE 6.GC-GU.1f. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
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GLE / BIG IDEA 6.GC-M.3. Spell derivatives correctly by applying knowledge of bases and affixes.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 6.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 6.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	6.RC-NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
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OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
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OBJECTIVE	6.RC-NF.6c.	Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.
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OBJECTIVE	6.RC-NF.6e.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

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

OBJECTIVE	6.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	6.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

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

OBJECTIVE	6.VD-WB.2d.	Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)

GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / COURSE **6.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
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OBJECTIVE	6.GC-GU.1f.	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
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OBJECTIVE	6.GC-GU.1g.	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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STANDARD / COURSE **6.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
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GLE / BIG IDEA	6.GC-M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.
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STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA	6.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
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STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA	6.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
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STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE 6.RC-NF.6a. Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.

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

OBJECTIVE 6.RC-NF.6c. Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.

OBJECTIVE 6.RC-NF.6e. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
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OBJECTIVE 6.VD-WB.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE 6.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	6.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
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OBJECTIVE	6.VD-WB.2d.	Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.3.	Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.
GLE / BIG IDEA	6.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.W-	Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA 6.W-HWK.7. Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
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GLE / BIG IDEA 6.ODC-OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-DC.	Digital Communications (DC)
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GLE / BIG IDEA 6.ODC-DC.5. Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs. .com or .tv) and the quality of evidence presented.

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

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

OBJECTIVE 6.GC-GU.1f. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.

OBJECTIVE 6.GC-GU.1g. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
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GLE / BIG IDEA 6.GC-M.3. Spell derivatives correctly by applying knowledge of bases and affixes.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 6.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 6.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

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

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-L.	Literature (L)
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GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
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OBJECTIVE 6.RC-L.5a. Explain stated or implied themes of texts, including how they are developed using specific details from the texts.

OBJECTIVE 6.RC-L.5b. Describe how characters respond or change as the plot moves toward a resolution.

OBJECTIVE 6.RC-L.5c. Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.

OBJECTIVE 6.RC-L.5d. Explain how authors develop the point of view of the narrator or speaker in texts.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

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

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

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

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

OBJECTIVE 6.VD-WB.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE 6.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

OBJECTIVE 6.VD-WB.2d. Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).

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

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA	6.RS-IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

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

OBJECTIVE 6.GC-GU.1f. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
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GLE / BIG IDEA 6.GC-M.3. Spell derivatives correctly by applying knowledge of bases and affixes.

**Idaho Content Standards
Language Arts
Grade 6 - Adopted: 2022**

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 6.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 6.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-L.	Literature (L)
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GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
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OBJECTIVE	6.RC-L.5a.	Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
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OBJECTIVE	6.RC-L.5b.	Describe how characters respond or change as the plot moves toward a resolution.
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OBJECTIVE	6.RC-L.5c.	Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.
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OBJECTIVE	6.RC-L.5d.	Explain how authors develop the point of view of the narrator or speaker in texts.
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STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
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OBJECTIVE	6.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	6.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

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

OBJECTIVE 6.VD-WB.2d. Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).

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

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

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

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

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

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

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

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

GLE / BIG IDEA	6.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).
GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	6.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STANDARD / COURSE	6.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	6.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	6.GC-GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
OBJECTIVE	6.GC-GU.1f.	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
GLE / BIG IDEA	6.GC-M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.

Language Arts
Grade 6 - Adopted: 2022

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-TC.	Text Complexity (TC)
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GLE / BIG IDEA 6.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-V.	Volume of Reading to Build Knowledge (V)
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GLE / BIG IDEA 6.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

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

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

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-L.	Literature (L)
GLE / BIG IDEA	6.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.

OBJECTIVE 6.RC-L.5a. Explain stated or implied themes of texts, including how they are developed using specific details from the texts.

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

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

OBJECTIVE	6.RC-NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
OBJECTIVE	6.RC-NF.6c.	Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-WB.	Word Building (WB)
GLE / BIG IDEA	6.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD-WB.2d.	Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	6.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	6.W-	Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	6.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	6.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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STANDARD / COURSE **6.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA	6.W-HWK.7.	Write by hand or with technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / COURSE **6.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	6.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	6.GC-GU.1f.	Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.
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STANDARD / COURSE **6.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
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GLE / BIG IDEA	6.GC-M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.
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