Main Criteria: Structure and Style for Students Secondary Criteria: Idaho Content Standards

Subject: Language Arts
Grade: 6

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

		Grade 6 - Adopted: 2022
ST ANDARD / 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.
ST ANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC- TE.	Textual Evidence (TE)
GLE / BIG IDEA	6.RC- TE.3.	Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.
ST ANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC- RF.	Reading Fluency (RF)
GLE / BIG IDEA	6.RC- RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC- NF.	Nonfiction Text (NF)

GLE / BIG IDEA	6.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC- NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
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.)
ST ANDARD / 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.

UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

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- 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.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).
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 comprehensio 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 conclusion others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of image
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 wo (These texts should be at a range of complexity levels so students can read the texts independently, with peers, owith 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 tas 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 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 /	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-	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 AND ARD / CONTENT AND			
STANDARD / COURSE S.RC- CONTENT COUNTED S.RC- CONTENT COURSE S.RC- COTTENT COUNTED S.RC- COTTENT COUNTED S.RC- COTTENT COUNTED T.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. STANDARD / COUNTED CONTENT COUNTED S.RC- CONTENT COUNTED S.RC- Reading Comprehension Strand CONTENT COUNTED S.RC- Reading Fluency (RF) Reading Fluency (RF) Reading Fluency (RF) Reading Fluency (RF) Reading Comprehension Strand CONTENT COUNTED S.RC- COUNTED S.RC- COUNTED S.RC- COUNTED CO	KNOWLEDGE AND SKILLS /	6.RC-V.	Volume of Reading to Build Knowledge (V)
CONTENT KNOWLEDGE AND SKILLS / Textual Evidence (TE) Textual Evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. Textual Evidence (RF) Reading Comprehension Strand CONTENT (RF. Textual Evidence (RF) Reading Fluency (RF) Reading Fluency (RF) Reading Comprehension Strand CONTENT (RF. Reading Comprehension Strand CONTENT (RC. CONTENT (RC. Literature (L) Use evidence from literature to demonstrate understanding of grade-level texts. CELE / BIG (RC. Lis. Describe how characters respond or change as the plot moves toward a resolution. Lis. Describe how a particular serience, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot. CONTENT (RRC. Textual Evidence (TE) Textual Ev	GLE / BIG IDEA		
AND SKILLS/ GOAL TE. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quosing and paraphrasing from texts accurately. STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS/ GOAL GLE / BIG IDEA G.RC- Reading Fluency (RF) Reading Comprehension Strand CONTENT KNOWLEDGE RF. A. STANDARD / COURSE CONTENT KNOWLEDGE CONTENT KNOWLEDGE AND SKILLS/ GOAL G.RC- CONTENT KNOWLEDGE CLS. G.RC- LSa. Use evidence from literature to demonstrate understanding of grade-level texts. DBJECTIVE G.RC- LSa. Describe how characters respond or change as the plot moves toward a resolution. CBJECTIVE G.RC- LSc. Describe how characters respond or change as the plot moves toward a resolution. CBJECTIVE G.RC- LSc. 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. GRIC- CONTENT CSC. GRC- LSd. Explain how authors develop the point of view of the narrator or speaker in texts. CONTENT COURSE CONTENT CSC. G.RC- CSC. Explain how authors develop the point of view of the narrator or speaker in texts. CONTENT COURSE CONTENT CSC. G.VD- Vocabulary Development Strand CONTENT COURSE G.VD- Vocabulary Development Strand CLE / BIG G.VD- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on		6.RC-	Reading Comprehension Strand
TE3. paraphrasing from texts accurately. STANDARD / COURSE CONTENT RF. Reading Comprehension Strand CONTENT RF. Reading Fluency (RF) RF. Reading Comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference). STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL Literature (L) CBJECTIVE 6.RC- L.S. Explain stated or implied themes of texts, including how they are developed using specific details from the texts. CBJECTIVE 6.RC- L.S. Describe how characters respond or change as the plot moves toward a resolution. CBJECTIVE 6.RC- L.Sc. 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. CBJECTIVE 6.RC- L.Sd. Explain how authors develop the point of view of the narrator or speaker in texts. STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG 6.ND- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	KNOWLEDGE AND SKILLS /		Textual Evidence (TE)
CONTENT KNOWLEDGE ARC. RF. Reading Fluency (RF) RF. Reading Fluency (RF) RF. Reading Fluency (RF) RF. Reading Fluency (RF) Reading Fluency (RF) RF. Reading Fluency (RF) RF. Reading Fluency (RF) RF. Reading Fluency (RF) RF. Reading Comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference). STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG GOAL GLE / BIG GOAL GLE / BIG GOAL GLE / BIG GOAL GROUND GOAL G	GLE / BIG IDEA		
KNOWLEDGE RF. AND SKILLS / GOAL GLE / BIG IDEA AND SKILLS / GOAL GLE / BIG IDEA AND SKILLS / GOAL GLE / BIG IDEA AND SKILLS / GOAL GR.C. 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 / G.RC- Reading Comprehension Strand CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG L.5. Use evidence from literature to demonstrate understanding of grade-level texts. By a support comprehension Strand CONTENT KNOWLEDGE A.C. Literature (L) Use evidence from literature to demonstrate understanding of grade-level texts. By a support comprehension Strand Content C.S. Use evidence from literature to demonstrate understanding of grade-level texts. CBJECTIVE 6.RC- Explain stated or implied themes of texts, including how they are developed using specific details from the texts. CBJECTIVE 6.RC- L.5b. Describe how characters respond or change as the plot moves toward a resolution. CBJECTIVE 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. CBJECTIVE 6.RC- Explain how authors develop the point of view of the narrator or speaker in texts. STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / G.VD- Word Building (WB) Word Building (WB) CEL / BIG 6.VD- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on		6.RC-	Reading Comprehension Strand
STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA G.RC-L. Strain stated or implied themes of texts, including how they are developed using specific details from the texts. OBJECTIVE 6.RC-L.5a. 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.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.5c. STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GOAL GLE / BIG 6.VD- Word Building (WB) OCOURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GOAL GLE / BIG 6.VD- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	KNOWLEDGE AND SKILLS /		Reading Fluency (RF)
CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA G.RC-L. 5a. Use evidence from literature to demonstrate understanding of grade-level texts. DBJECTIVE 6.RC-L.5a. Describe how characters respond or change as the plot moves toward a resolution. L.5b. DBJECTIVE 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. DBJECTIVE 6.RC-L.5c. DESCRIBE how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot. STANDARD / C.B.C. L.5c. STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GOAL GOAL GLE / BIG 6.VD- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	GLE / BIG IDEA		
Column Course Content Course Content Course Content Course		6.RC-	Reading Comprehension Strand
DEA L.5. CBJECTIVE 6.RC-L.5a. Explain stated or implied themes of texts, including how they are developed using specific details from the texts. CBJECTIVE 6.RC-L.5b. Describe how characters respond or change as the plot moves toward a resolution. CBJECTIVE 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. CBJECTIVE 6.RC-L.5d. Explain how authors develop the point of view of the narrator or speaker in texts. STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG 6.VD- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on			
Describe how characters respond or change as the plot moves toward a resolution. OBJECTIVE 6.RC- L.5b. 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.5c. Explain how authors develop the point of view of the narrator or speaker in texts. STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG 6.VD- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	KNOWLEDGE AND SKILLS /	6.RC-L.	Literature (L)
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 CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG 6.VD- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	KNOWLEDGE AND SKILLS / GOAL	6.RC-	
DBJECTIVE 6.RC-L.5d. Explain how authors develop the point of view of the narrator or speaker in texts. STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG 6.VD-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.RC- L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG 6.VD- Word Building (WB) We describe the meaning of unknown and multiple-meaning words and phrases based on	KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE	6.RC- L.5. 6.RC- L.5a.	Use evidence from literature to demonstrate understanding of grade-level texts. Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG 6.VD- Word Building (WB) WB. GLE / BIG 6.VD- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE OBJECTIVE	6.RC- L.5a. 6.RC- L.5b.	Use evidence from literature to demonstrate understanding of grade-level texts. Explain stated or implied themes of texts, including how they are developed using specific details from the texts. Describe how characters respond or change as the plot moves toward a resolution. Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to
KNOWLEDGE AND SKILLS / GOAL GLE / BIG 6.VD- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE OBJECTIVE	6.RC- L.5a. 6.RC- L.5b. 6.RC- L.5c.	Use evidence from literature to demonstrate understanding of grade-level texts. Explain stated or implied themes of texts, including how they are developed using specific details from the texts. Describe how characters respond or change as the plot moves toward a resolution. 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.
GLE / BIG IDEA 6.VD- 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.	KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE OBJECTIVE OBJECTIVE STANDARD /	6.RC- L.5a. 6.RC- L.5b. 6.RC- L.5c. 6.RC- L.5c.	Use evidence from literature to demonstrate understanding of grade-level texts. Explain stated or implied themes of texts, including how they are developed using specific details from the texts. Describe how characters respond or change as the plot moves toward a resolution. 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. Explain how authors develop the point of view of the narrator or speaker in texts.
	KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE OBJECTIVE OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	6.RC- L.5a. 6.RC- L.5b. 6.RC- L.5c. 6.RC- L.5d. 6.VD-	Use evidence from literature to demonstrate understanding of grade-level texts. Explain stated or implied themes of texts, including how they are developed using specific details from the texts. Describe how characters respond or change as the plot moves toward a resolution. 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. Explain how authors develop the point of view of the narrator or speaker in texts.

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.
ST ANDARD / 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 5 Page 45-52

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

Idaho Content Standards
Language Arts
Grade 6 - Adopted: 2022

COURSE	b.RC-	Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS /	Text Complexity (TC)
GOAL	

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)
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.

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-	Describe how characters respond or change as the plot moves toward a resolution.

L.5b.

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)
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 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.

IDEA	NF.6.	
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.
ST ANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD- WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD- WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
		JI
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).
OBJECTIVE ST AND ARD / COURSE		
STANDARD /	WB.2d.	(emotional atmosphere).
STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	WB.2d. 6.VD-	(emotional atmosphere). Vocabulary Development Strand
STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	WB.2d. 6.VD- 6.VD- 6.VD-	(emotional atmosphere). Vocabulary Development Strand Academic Vocabulary (AV) 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
STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.VD-AV. 6.VD-AV. 6.RS-	Vocabulary Development Strand Academic Vocabulary (AV) 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 CONTENT KNOWLEDGE AND SKILLS / GOAL STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	6.VD-AV. 6.VD-AV. 6.RS-	Vocabulary Development Strand Academic Vocabulary (AV) 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. 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.
ST ANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD- WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ST ANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD- WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.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
	6.GC- GU.	Grammar and Usage (GU)
	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
	6.GC- GU.1a.	Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
	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 / 6 COURSE	6.GC- (Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.GC-M.	Mechanics (M)
	6.GC- M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 81-88

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

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 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 wor (These texts should be at a range of complexity levels so students can read the texts independently, with peers, o 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 th 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 or 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.

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.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)
GLE / BIG IDEA	6.GC- M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.
		UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98

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		
	NF.6a.	texts; provide a summary of texts distinct from personal opinions. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through
OBJECTIVE STANDARD /	NF.6a. 6.RC- NF.6b.	texts; provide a summary of texts distinct from personal opinions. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	NF.6a. 6.RC- NF.6b. 6.VD-	texts; provide a summary of texts distinct from personal opinions. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. Vocabulary Development Strand
OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG	6.VD- 6.VD-	texts; provide a summary of texts distinct from personal opinions. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. Vocabulary Development Strand Word Building (WB) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.VD-WB.1.	texts; provide a summary of texts distinct from personal opinions. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. Vocabulary Development Strand Word Building (WB) 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. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a
OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE	6.VD-WB.1.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. Vocabulary Development Strand Word Building (WB) 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. 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. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a

CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
ST ANDARD / COURSE	6.RS-	Research Strand
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.
ST ANDARD / 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.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)
GLE / BIG IDEA	6.GC- M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.
		UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106
		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)

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.
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD- WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)

IP.1. formulating research and usefulness of in others, providing by strand course. STANDARD / COURSE 6.RS- Research Strand CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 6.RS- Read a series of te	exts organized around a variety of conceptually related topics to build knowledge about the world. d be at a range of complexity levels so students can read the texts independently, with peers, or
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 6.RS- DR. Read a series of te (These texts should with modest suppo	exts organized around a variety of conceptually related topics to build knowledge about the world. d be at a range of complexity levels so students can read the texts independently, with peers, or
KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 6.RS- Read a series of te DR.2. (These texts should with modest suppo	exts organized around a variety of conceptually related topics to build knowledge about the world. d be at a range of complexity levels so students can read the texts independently, with peers, or
DR.2. (These texts should with modest supposite to the supposite text of the supposite t	d be at a range of complexity levels so students can read the texts independently, with peers, or
CONTENT 6.W-RW. Range of Writing KNOWLEDGE AND SKILLS / GOAL	յ (RW)
RW.3. quotations, and ex-	texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, amples from multiple sources using appropriate strategies, such as description, comparison, ct; and provide a concluding section that follows from the information presented.
RW.5. grouped; headings	coherent organizational structures of multiple paragraphs in which facts and ideas are logically s, as applicable are included to support the purpose; and words, phrases, and clauses clarify the een and among ideas and concepts.
RW.6. rewriting, or trying a	adults and peers, develop and strengthen writing as needed by planning, revising, editing, a new approach appropriate to audience and purpose. (Editing should demonstrate command of mar and Conventions.)
STANDARD / 6.W- Writing Strand COURSE	
CONTENT 6.W- KNOWLEDGE HWK. AND SKILLS / GOAL	Keyboarding (HWK)
-	vith technology to produce and publish writing as well as to interact and collaborate with others; ient command of keyboarding skills to type a minimum of two pages in a single sitting.
STANDARD / 6.GC- Grammar and Co COURSE	onventions Strand
CONTENT 6.GC- Grammar and Use KNOWLEDGE GU.	sage (GU)
AND SKILLS / GOAL	
AND SKILLS / GOAL	ommand of the conventions of English grammar and usage when writing or speaking.

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 5: WRITING FROM PICTURES Week 12 Page 107-114
		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-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.		
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 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126		
		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 fo 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		

themes being studied to build knowledge and vocabulary.

Reading Comprehension Strand

V.2.

STANDARD / 6.RC-

COURSE

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)

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 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140
		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 /	6.RC-	Reading Comprehension Strand
COURSE		

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.
ST ANDARD / COURSE	6.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RC- NF.	Nonfiction Text (NF)
GLE / BIG IDEA	6.RC- NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	6.RC- NF.6a.	Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.
OBJECTIVE	6.RC- NF.6b.	Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.
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 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 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152

Idaho Content Standards
Language Arts
Grade 6 - Adopted: 2022

STANDARD / 6.RC- Reading Comprehension Strand COURSE

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).
ST ANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	6.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	6.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	6.RS- IP.1.	Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.
STANDARD / COURSE	6.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 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158
		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-	Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes

to the development of the ideas.

NF.6c.

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).
ST ANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD- WB.	Word Building (WB)
GLE / BIG	6.VD-	Determine how words and phrases provide meaning and nuance to grade-level texts.
IDEA	WB.2.	
		Analyze the impact of a specific word choice on meaning, tone (author's attitude toward the subject), or mood (emotional atmosphere).
IDEA	WB.2. 6.VD-	
OBJECTIVE STANDARD /	WB.2. 6.VD- WB.2d.	(emotional atmosphere).
OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	6.VD-WB.2d.	(emotional atmosphere). Vocabulary Development Strand
OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD- WB.2d. 6.VD- 6.VD- AV.	(emotional atmosphere). Vocabulary Development Strand Academic Vocabulary (AV) 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
OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.VD- WB.2d. 6.VD- AV. 6.VD- AV.3.	Vocabulary Development Strand Academic Vocabulary (AV) 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.
OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	6.VD- WB.2d. 6.VD- AV. 6.VD- AV.3.	Vocabulary Development Strand Academic Vocabulary (AV) 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. 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

Idaho Content Standards Language Arts

Grade 6 - Adopted: 2022

		Grade 6 - Adopted: 2022
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)
GLE / BIG IDEA	6.GC- M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.
		LINIT 7: INVENTIVE WIDTING Wook 19 Dags 165 172

UNIT 7: INVENTIVE WRITING Week 18 Page 165-172

Idaho Content Standards Language Arts Grade 6 - Adopted: 2022

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.
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 19 Page 173-178

Idaho Content Standards Language Arts Grade 6 - Adopted: 2022

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-	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.

HWK.7.

COURSE	0.00-	Grammar and Conventions Strain
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 8: FORMAL ESSAY MODELS Week 20 Page 179-192

Idaho Content Standards Language Arts Grade 6 - Adopted: 2022

AND SKILLS / GOAL

STANDARD / 6.GC- Grammar and Conventions Strand

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

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	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).
ST ANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD- WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.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.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.
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)
GLE / BIG IDEA	6.GC- M.3.	Spell derivatives correctly by applying knowledge of bases and affixes.
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202
		Idaho Content Standards
		Language Arts

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.
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.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.ODC- DC.	Digital Communications (DC)
GLE / BIG IDEA	6.ODC- DC.5.	Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vscom or .tv) and the quality of evidence presented.
STANDARD / COURSE	6.GC-	Grammar and Conventions Strand
	6.GC- GU.	Grammar and Conventions Strand Grammar and Usage (GU)
COURSE CONTENT KNOWLEDGE AND SKILLS /	6.GC-	
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG	6.GC- GU.	Grammar and Usage (GU)
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.GC- GU.1.	Grammar and Usage (GU) Demonstrate command of the conventions of English grammar and usage when writing or speaking.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE	6.GC- GU.1. 6.GC- GU.1a.	Grammar and Usage (GU) Demonstrate command of the conventions of English grammar and usage when writing or speaking. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE	6.GC- GU.1. 6.GC- GU.1a. 6.GC- GU.1f.	Grammar and Usage (GU) Demonstrate command of the conventions of English grammar and usage when writing or speaking. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. Recognize variations from standard English in their own and others' writing and speaking and identify and use
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE OBJECTIVE STANDARD /	6.GC-GU.1. 6.GC-GU.1a. 6.GC-GU.1f. 6.GC-GU.1g.	Demonstrate command of the conventions of English grammar and usage when writing or speaking. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.

UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219

Idaho Content Standards Language Arts

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)
KNOWLEDGE AND SKILLS /	6.RC- 6.RC- L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
KNOWLEDGE AND SKILLS / GOAL	6.RC-	
KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.RC- L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE	6.RC- L.5. 6.RC- L.5a.	Use evidence from literature to demonstrate understanding of grade-level texts. Explain stated or implied themes of texts, including how they are developed using specific details from the texts.
KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE	6.RC- L.5a. 6.RC- L.5b.	Use evidence from literature to demonstrate understanding of grade-level texts. Explain stated or implied themes of texts, including how they are developed using specific details from the texts. Describe how characters respond or change as the plot moves toward a resolution. Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to

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)
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.)
ST ANDARD / 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.

ST ANDARD / 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 9: FORMAL CRITIQUE Week 23 Page 221-230

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-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.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.

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.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

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.
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.
ST ANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD- WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	6.VD- WB.1a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	6.VD- WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	6.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD- WB.	Word Building (WB)
GLE / BIG IDEA	6.VD- WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	6.VD- WB.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
	6.VD- 6.VD- AV.	Vocabulary Development Strand Academic Vocabulary (AV)
COURSE CONTENT KNOWLEDGE AND SKILLS /	6.VD-	
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	6.VD- AV.	Academic Vocabulary (AV) 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
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.VD- AV. 6.VD- AV.3.	Academic Vocabulary (AV) 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.
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	6.VD- AV. 6.VD- AV.3. 6.RS-	Academic Vocabulary (AV) 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. Research 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.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)
KNOWLEDGE AND SKILLS /		Grammar and Usage (GU) Demonstrate command of the conventions of English grammar and usage when writing or speaking.
KNOWLEDGE AND SKILLS / GOAL GLE / BIG	GU.	
KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA	6.GC- GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for
KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA OBJECTIVE	6.GC- GU.1. 6.GC- GU.1f.	Demonstrate command of the conventions of English grammar and usage when writing or speaking. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.