Main Criteria: Structure and Style for Students Secondary Criteria: Missouri Learning Standards

> Subject: Language Arts Grade: 6

## Structure and Style for Students

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

# Missouri Learning Standards Language Arts

Grade 6 - Adopted: 2016

STRAND: BIG IDEA / **STANDARD** 

**Reading Informational Text** 

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

STRAND: BIG IDEA / **STANDARD** 

**Reading Informational Text** 

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	6.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD

**Reading Informational Text** 

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

STRAND: BIG IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure

INDICATOR / PROFICIENCY	6.RI.2.A.	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	6.RI.2.C.	Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery
INDICATOR / PROFICIENCY	6.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal
INDICATOR / PROFICIENCY	6.SL.2.B.	Position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.

## Missouri Learning Standards Language Arts

Grade 6 - Adopted: 2016

STRAND: BIG
IDEA /
STANDARD

 ${\bf BENCHMARK}$ 

STANDARD		
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	6.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
STRAND: BIG IDEA <i>I</i> STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	6.RI.2.A.	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)

GLE /	RI.2.C.	Craft and Meaning
INDICATOR /	6.RI.2.C.	Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to
PROFICIENCY  STRAND: BIG		meaning.  Reading Informational Text
IDEA / ST ANDARD		
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit

INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.e	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery
INDICATOR / PROFICIENCY	6.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal
INDICATOR / PROFICIENCY	6.SL.2.B.	Position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.

STRAND: BIG
IDEA /
STANDARD

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	6.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summariz e/Claim
INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	6.RI.2.A.	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
STRAND: BIG IDEA I STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning

INDICATOR / PROFICIENCY	6.RI.2.C.	Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.e	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery
INDICATOR / PROFICIENCY	6.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal
INDICATOR / PROFICIENCY	6.SL.2.B.	Position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

Missouri Learning Standards
Language Arts
Grade 6 - Adopted: 2016

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

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.B.	Point of View
INDICATOR / PROFICIENCY	6.RL.2.B.	Explain how an author develops the point of view of the narrator or speaker in a text.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	6.RL.2.C.	Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	6.RL.2.D.	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR /	6.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

PROFICIENCY

### Writing

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CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.e	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting

GLE / COMPONENT	SL.2.A.	Verbal Delivery
INDICATOR / PROFICIENCY	6.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
STRAND: BIG IDEA <i>I</i> STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal
INDICATOR / PROFICIENCY	6.SL.2.B.	Position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52
		Missouri Learning Standards
		Language Arts
		Grade 6 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.B.	Point of View
INDICATOR / PROFICIENCY	6.RL.2.B.	Explain how an author develops the point of view of the narrator or speaker in a text.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.C.	Craft and Meaning

INDICATOR / PROFICIENCY	6.RL.2.C.	Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	6.RL.2.D.	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.

INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.e	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery
INDICATOR / PROFICIENCY	6.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal
INDICATOR / PROFICIENCY	6.SL.2.B.	Position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60
Missouri Learning Standards		

Missouri Learning Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

Reading Literary Text

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

GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.B.	Point of View
INDICATOR / PROFICIENCY	6.RL.2.B.	Explain how an author develops the point of view of the narrator or speaker in a text.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	6.RL.2.C.	Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	6.RL.2.D.	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.e	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery

INDICATOR / PROFICIENCY	6.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
STRAND: BIG IDEA <i>I</i> STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal
INDICATOR / PROFICIENCY	6.SL.2.B.	Position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74
		Missouri Learning Standards
		Language Arts
		Grade 6 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	6.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
STRAND: BIG IDEA <i>I</i> STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	6.RI.2.A.	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	6.RI.2.C.	Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND: BIG IDEA / STANDARD		Writing

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

Writing

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

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

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

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

Missouri Learning Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	6.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	6.RI.2.A.	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	6.RI.2.C.	Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.

STRAND: BIG
IDEA /
STANDARD

INDICATOR

that follows from the text.

### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
		Multipa
STRAND: BIG IDEA / STANDARD		Writing
IDEA /	W.2.	Approaching the Task as a Writer
IDEA / STANDARD CONCEPT: GLE /	W.2. W.2.A.	
IDEA / STANDARD CONCEPT: GLE / BENCHMARK		Approaching the Task as a Writer
IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR /	W.2.A.	Approaching the Task as a Writer  Development  Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY	W.2.A. 6.W.2.A.	Approaching the Task as a Writer  Development  Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY  STRAND: BIG IDEA /	W.2.A. 6.W.2.A.	Approaching the Task as a Writer  Development  Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.  Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY  INDICATOR  STRAND: BIG IDEA / STANDARD  CONCEPT: GLE /	<b>W.2.A. 6.W.2.A.</b> 6.W.2.A.b	Approaching the Task as a Writer  Development  Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.  Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.  Writing
IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY  INDICATOR  STRAND: BIG IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE /	W.2.A. 6.W.2.A.b .	Approaching the Task as a Writer  Development  Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.  Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.  Writing  Approaching the Task as a Reader  Revise and Edit

6.W.3.A.a Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion

INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.e	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 81-88
		Missouri Learning Standards  Language Arts  Grade 6 - Adopted: 2016
		Grade 6 - Adopted. 2016
STRAND: BIG IDEA / STANDARD		Reading Informational Text
IDEA /	RI.1.	
IDEA / STANDARD CONCEPT: GLE /	RI.1. RI.1.B.	Reading Informational Text
IDEA / STANDARD CONCEPT: GLE / BENCHMARK		Reading Informational Text  Comprehend and Interpret Texts (Approaching Texts as a Reader)
IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT	RI.1.B.	Comprehend and Interpret Texts (Approaching Texts as a Reader)  Word Meanings  Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and
IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY  STRAND: BIG IDEA /	RI.1.B.	Comprehend and Interpret Texts (Approaching Texts as a Reader)  Word Meanings  Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY  STRAND: BIG IDEA / STANDARD  CONCEPT: GLE /	<b>RI.1.B.</b> 6.RI.1.B.	Comprehend and Interpret Texts (Approaching Texts as a Reader)  Word Meanings  Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.  Reading Informational Text
IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY  STRAND: BIG IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE /	RI.1.B. 6.RI.1.B.	Comprehend and Interpret Texts (Approaching Texts as a Reader)  Word Meanings  Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.  Reading Informational Text  Comprehend and Interpret Texts (Approaching Texts as a Reader)

RI.1. Comprehend and Interpret Texts (Approaching Texts as a Reader)

CONCEPT: GLE / BENCHMARK

GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	6.RI.2.A.	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	6.RI.2.C.	Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.
STRAND: BIG IDEA <i>I</i> STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

information for sources.

#### Writing

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

#### STRAND: BIG IDEA / STANDARD

#### Writing

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

#### STRAND: BIG IDEA / STANDARD

## **Speaking and Listening**

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

UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98

Missouri Learning Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND: BIG
IDEA /
STANDARD

COMPONENT

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	6.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	6.RI.2.A.	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE /	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.e	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

## Missouri Learning Standards Language Arts

Grade 6 - Adopted: 2016

STRAND: BIG
IDEA /
STANDARD

**Reading Informational Text** 

STANDARD		
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	6.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Reading Informational Text
IDEA /	RI.1.	Reading Informational Text  Comprehend and Interpret Texts (Approaching Texts as a Reader)
IDEA / STANDARD CONCEPT: GLE /	RI.1. RI.1.D.	
IDEA / STANDARD CONCEPT: GLE / BENCHMARK		Comprehend and Interpret Texts (Approaching Texts as a Reader)
IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT	RI.1.D.	Comprehend and Interpret Texts (Approaching Texts as a Reader)  Summarize/Claim
IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY  STRAND: BIG IDEA /	RI.1.D.	Comprehend and Interpret Texts (Approaching Texts as a Reader)  Summarize/Claim  Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY  STRAND: BIG IDEA / STANDARD  CONCEPT: GLE /	<b>RI.1.D.</b> 6.RI.1.D.	Comprehend and Interpret Texts (Approaching Texts as a Reader)  Summarize/Claim  Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.  Reading Informational Text

STRAND: BIG IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.

INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.e	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
		UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114
		Missouri Learning Standards
		Language Arts Grade 6 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
STRAND: BIG IDEA <i>I</i> STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.C.	Text Features
INDICATOR / PROFICIENCY	6.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	6.RL.2.D.	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR / PROFICIENCY	6.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.e	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126
_		Missouri Learning Standards
		Language Arts
		Grade 6 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)

GLE / COMPONENT RI.1.B.

**Word Meanings** 

INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	6.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	6.RI.2.A.	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	6.RI.2.C.	Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)

GLE / COMPONENT	RI.3.B.	Relationships/Texts
INDICATOR / PROFICIENCY	6.RI.3.B.	Compare and contrast one author's presentation of events with that of another.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit

INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.e	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

## UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140

## Missouri Learning Standards Language Arts Grade 6 - Adopted: 2016

STRAND: BIG

GLE / COMPONENT

INDICATOR /

PROFICIENCY

RI.1.C.

6.RI.1.C.

Text Features

applicable).

**Reading Informational Text** 

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

Interpret visual elements of a text including those from different media and draw conclusions from them (when

STRAND: BIG
IDEA /
STANDARD

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
STRAND: BIG IDEA <i>I</i> STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	6.RI.2.A.	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
STRAND: BIG IDEA <i>I</i> STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	6.RI.2.C.	Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.B.	Relationships/Texts
INDICATOR / PROFICIENCY	6.RI.3.B.	Compare and contrast one author's presentation of events with that of another.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.e	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Speaking and Listening** 

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

## UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152

## Missouri Learning Standards Language Arts Grade 6 - Adopted: 2016

STRAND: BIG

Reading Informational Text

IDEA / ST ANDARD		Reading informational rest
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	6.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG
IDEA /
STANDARD

**Reading Informational Text** 

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

STRAND: BIG IDEA / STANDARD

PROFICIENCY

CONCEPT:	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / BENCHMARK	RI.Z.	Analyze Graft and Structure (Approaching Texts as a writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	6.RI.2.A.	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	6.RI.2.C.	Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.B.	Relationships/Texts
INDICATOR / PROFICIENCY	6.RI.3.B.	Compare and contrast one author's presentation of events with that of another.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.e	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

### Language Arts

Grade 6 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

GLE / COMPONENT RI.2.C.

**Craft and Meaning** 

STANDARD		
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	6.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	6.RI.2.A.	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)

INDICATOR / PROFICIENCY	6.RI.2.C.	Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.B.	Relationships/Texts
INDICATOR / PROFICIENCY	6.RI.3.B.	Compare and contrast one author's presentation of events with that of another.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

STRAND: BIG IDEA / STANDARD Writing

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

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

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

# UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

Missouri Learning Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND: BIG IDEA / STANDARD Writing

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

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STRAND: BIG IDEA / STANDARD Writing

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

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

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

# UNIT 7: INVENTIVE WRITING Week 18 Page 165-172

Missouri Learning Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND: BIG IDEA / STANDARD Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters,

INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.e	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
		UNIT 7: INVENTIVE WRITING Week 19 Page 173-178
		Missouri Learning Standards  Language Arts  Grade 6 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
STRAND: BIG DEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit

6.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR / PROFICIENCY

INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.e	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192
		Missouri Learning Standards
		Language Arts Grade 6 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	6.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD

# Reading Informational Text

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

STRAND: BIG IDEA / STANDARD

CONCEPT:	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / BENCHMARK	RI.Z.	Analyze Graft and Structure (Approaching Texts as a writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	6.RI.2.A.	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	6.RI.2.C.	Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.B.	Relationships/Texts
INDICATOR / PROFICIENCY	6.RI.3.B.	Compare and contrast one author's presentation of events with that of another.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

INDICATOR / 6.W.1.A.b Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic **PROFICIENCY** information for sources. STRAND: BIG Writing IDEA / **STANDARD** CONCEPT: W.2. Approaching the Task as a Writer GLE / **BENCHMARK** W.2.A. Development GLE / COMPONENT INDICATOR / Follow a writing process to produce clear and coherent writing in which the development, **PROFICIENCY** organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. **INDICATOR** 6.W.2.A.b Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details. STRAND: BIG Writing IDEA / **STANDARD** CONCEPT: W.3 Approaching the Task as a Reader GLE / **BENCHMARK** Revise and Edit GLE / W.3.A. COMPONENT INDICATOR / 6.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience. **PROFICIENCY INDICATOR** 6.W.3.A.a Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. **INDICATOR** 6.W.3.A.b Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete. **INDICATOR** 6.W.3.A.c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. **INDICATOR** 6.W.3.A.e Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with

### UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202

# Missouri Learning Standards Language Arts Grade 6 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

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

INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	6.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	6.RI.2.A.	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	6.RI.2.C.	Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)

GLE / COMPONENT	RI.3.B.	Relationships/Texts
INDICATOR / PROFICIENCY	6.RI.3.B.	Compare and contrast one author's presentation of events with that of another.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit

INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.e	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
		UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219
		Missouri Learning Standards
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		Carada C. Adamanda 2010

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STRAND: BIG IDEA / STANDARD

Reading Literary Text

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

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.B.	Point of View

INDICATOR / PROFICIENCY 6.RL.2.B. Explain how an author develops the point of view of the narrator or speaker in a text.

STRAND: BIG
IDEA /
STANDARD

# Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	6.RL.2.C.	Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	6.RL.2.D.	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE /	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
BENCHMARK		
GLE / COMPONENT	RI.1.B.	Word Meanings
GLE /	<b>RI.1.B.</b> 6.RI.1.B.	Word Meanings  Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
GLE / COMPONENT		Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and
GLE / COMPONENT  INDICATOR / PROFICIENCY  STRAND: BIG IDEA /		Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

INDICATOR / PROFICIENCY	6.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	6.RI.2.A.	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
STRAND: BIG IDEA / STANDARD		Writing

CONCEPT:	W.3.	Approaching the Task as a Reader	
GLE / BENCHMARK			
GLE / COMPONENT	W.3.A.	Revise and Edit	
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.	
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.	
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.	
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	
INDICATOR	6.W.3.A.e	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	
STRAND: BIG IDEA / STANDARD		Speaking and Listening	
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating	
GLE / COMPONENT	SL.1.A.	Conversations	
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
		UNIT 9: FORMAL CRITIQUE Week 23 Page 221-230	
Missouri Learning Standards Language Arts			
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STRAND: BIG IDEA / STANDARD		Reading Literary Text	
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)	
GLE / COMPONENT	RL.1.B.	Word Meanings	
INDICATOR / PROFICIENCY	6.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	
STRAND: BIG IDEA / STANDARD		Reading Literary Text	
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)	

GLE / COMPONENT

RL.2.B.

Point of View

INDICATOR / PROFICIENCY	6.RL.2.B.	Explain how an author develops the point of view of the narrator or speaker in a text.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	6.RL.2.C.	Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	6.RL.2.D.	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)

GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	6.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	6.RI.2.A.	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR I PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

### Writing

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

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

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

# UNIT 9: FORMAL CRITIQUE Week 24 Page 231-334

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

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

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

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.A.	Structure
INDICATOR / PROFICIENCY	6.RL.2.A.	Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	6.RL.2.C.	Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	6.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG
IDEA /
STANDARD

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	6.RI.2.A.	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
STRAND: BIG IDEA I STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	6.RI.2.C.	Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit

INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.e	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.