

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

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

INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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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.
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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)
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GLE / COMPONENT	RI.2.C.	Craft and Meaning
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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.

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

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

INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
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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.
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INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND: BIG IDEA / STANDARD **Writing**

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

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit

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

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
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GLE / COMPONENT	SL.2.A.	Verbal Delivery
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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 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.
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STRAND: BIG IDEA / STANDARD

Reading Literary Text

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

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

Writing

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

INDICATOR / PROFICIENCY	6.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
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INDICATOR	6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
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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.
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INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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**

Reading Literary Text

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

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.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).
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STRAND: BIG IDEA / STANDARD

Reading Informational Text

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

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

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.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.

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**

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.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 4: SUMMARIZING A REFERENCE Week 9 Page 81-88

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)
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GLE / COMPONENT	RI.1.D.	Summarize/Claim
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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)
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GLE / COMPONENT	RI.2.A.	Structure
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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)
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GLE / COMPONENT	RI.2.C.	Craft and Meaning
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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)
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GLE / COMPONENT	RI.3.D.	Comprehension
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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
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GLE / COMPONENT	W.1.A.	Research
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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**

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

Writing

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

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

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit

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

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 / 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.

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
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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)
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GLE / COMPONENT	RI.3.D.	Comprehension
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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
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GLE / COMPONENT	W.1.A.	Research
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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
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GLE / COMPONENT	W.2.A.	Development
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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
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GLE / COMPONENT	W.3.A.	Revise and Edit
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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 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.
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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.
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INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND: BIG IDEA / STANDARD

Writing

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

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

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit

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

Speaking and Listening

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

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

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

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.
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STRAND: BIG IDEA / STANDARD

Writing

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

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

Writing

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

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

Speaking and Listening

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

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

**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**

Writing

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

INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
STRAND: BIG IDEA / STANDARD		
Writing		
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	6.W.3.A.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 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 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

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.
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STRAND: BIG IDEA / STANDARD

Writing

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

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

Writing

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

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

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.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)
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GLE / COMPONENT	RI.3.B.	Relationships/Texts
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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)
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GLE / COMPONENT	RI.3.D.	Comprehension
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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
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GLE / COMPONENT	W.1.A.	Research
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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
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GLE / COMPONENT	W.2.A.	Development
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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
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GLE / COMPONENT	W.3.A.	Revise and Edit
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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.

**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**

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 / 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.

UNIT 9: FORMAL CRITIQUE Week 23 Page 221-230

**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

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)
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GLE / COMPONENT	RI.1.C.	Text Features
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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)
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GLE / COMPONENT	RI.1.D.	Summarize/Claim
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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)
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GLE / COMPONENT	RI.2.A.	Structure
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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)
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GLE / COMPONENT	RI.3.D.	Comprehension
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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
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GLE / COMPONENT	W.2.A.	Development
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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.

UNIT 9: FORMAL CRITIQUE Week 24 Page 231-334

**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.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**

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.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.