

**Main Criteria:** Structure and Style for Students  
**Secondary Criteria:** Mississippi College & Career Readiness Standards  
**Subject:** Language Arts  
**Grade:** 6

## Structure and Style for Students

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

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

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

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

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

| SUBJECT  |         | Craft and Structure  |
|----------|---------|--|
| STANDARD | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.                            |
| STANDARD | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |

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

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

**THEME**                      **Writing**

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

**THEME**                      **Writing**

|                |  |   |
|----------------|--|---|
| <b>SUBJECT</b> |  | <b>Production and Distribution of Writing</b> |
|----------------|--|---|

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

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Research to Build and Present Knowledge</b> |
|----------------|--|--|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
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**THEME** Writing

|                |  |                         |
|----------------|--|-------------------------|
| <b>SUBJECT</b> |  | <b>Range of Writing</b> |
|----------------|--|-------------------------|

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

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

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Presentation of Knowledge and Ideas</b> |
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|          |         |   |
|----------|---------|---|
| STANDARD | SL.6.4. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
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|          |         |   |
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| STANDARD | SL.6.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) |
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**THEME** Language

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Conventions of Standard English</b> |
|----------------|--|--|

|                 |               |   |
|-----------------|---------------|---|
| <b>STANDARD</b> | <b>L.6.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b> |
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|-----------|---------|---|
| OBJECTIVE | L.6.1e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
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**THEME** Language

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

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

|                |  |                                       |
|----------------|--|---------------------------------------|
| <b>SUBJECT</b> |  | <b>Vocabulary Acquisition and Use</b> |
|----------------|--|---------------------------------------|

|          |        |  |
|----------|--------|--|
| STANDARD | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

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

**THEME** Reading Informational Text

|                |  |                              |
|----------------|--|------------------------------|
| <b>SUBJECT</b> |  | <b>Key Ideas and Details</b> |
|----------------|--|------------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|----------|---------|---|

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

|          |         |   |
|----------|---------|---|
| STANDARD | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrate, and elaborated in a text (e.g., through examples or anecdotes). |
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**THEME** Reading Informational Text

|                |  |                            |
|----------------|--|----------------------------|
| <b>SUBJECT</b> |  | <b>Craft and Structure</b> |
|----------------|--|----------------------------|

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

|          |         |  |
|----------|---------|--|
| STANDARD | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
|----------|---------|--|

**THEME** Reading Informational Text

|                |  |   |
|----------------|--|---|
| <b>SUBJECT</b> |  | <b>Integration of Knowledge and Ideas</b> |
|----------------|--|---|

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

**THEME** Writing

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

**THEME** Writing

| SUBJECT  |        | Production and Distribution of Writing  |
|----------|--------|---|
| STANDARD | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| STANDARD | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.  |

**THEME** Writing

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

**THEME** Writing

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

**THEME** Writing

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

**THEME** Speaking and Listening

| SUBJECT |  | Comprehension and Collaboration |
|---------|--|---------------------------------|
|---------|--|---------------------------------|

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

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

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

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

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|----------------|--|--|

|          |         |   |
|----------|---------|---|
| STANDARD | SL.6.4. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
|----------|---------|---|

|          |         |   |
|----------|---------|---|
| STANDARD | SL.6.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) |
|----------|---------|---|

**THEME** **Language**

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Conventions of Standard English</b> |
|----------------|--|--|

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

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

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

**THEME** **Language**

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Conventions of Standard English</b> |
|----------------|--|--|

|                 |               |   |
|-----------------|---------------|---|
| <b>STANDARD</b> | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|-----------------|---------------|---|

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|-----------|---------|------------------|
| OBJECTIVE | L.6.2b. | Spell correctly. |
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**THEME** **Language**

|                |  |                                       |
|----------------|--|---------------------------------------|
| <b>SUBJECT</b> |  | <b>Vocabulary Acquisition and Use</b> |
|----------------|--|---------------------------------------|

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

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

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

**THEME** **Language**

|                |  |                                       |
|----------------|--|---------------------------------------|
| <b>SUBJECT</b> |  | <b>Vocabulary Acquisition and Use</b> |
|----------------|--|---------------------------------------|

|          |        |  |
|----------|--------|--|
| STANDARD | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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UNIT 2: WRITING FROM NOTES Week 3 Page 27-36

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

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

|                |  |                              |
|----------------|--|------------------------------|
| <b>SUBJECT</b> |  | <b>Key Ideas and Details</b> |
|----------------|--|------------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|----------|---------|---|

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

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

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

|                |  |                            |
|----------------|--|----------------------------|
| <b>SUBJECT</b> |  | <b>Craft and Structure</b> |
|----------------|--|----------------------------|

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

|          |         |  |
|----------|---------|--|
| STANDARD | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
|----------|---------|--|

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

|                |  |   |
|----------------|--|---|
| <b>SUBJECT</b> |  | <b>Integration of Knowledge and Ideas</b> |
|----------------|--|---|

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

**THEME**                      **Writing**

|                |  |                                |
|----------------|--|--------------------------------|
| <b>SUBJECT</b> |  | <b>Text Types and Purposes</b> |
|----------------|--|--------------------------------|

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

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.2a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-----------|---------|---|

|           |         |  |
|-----------|---------|--|
| OBJECTIVE | W.6.2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-----------|---------|--|

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|---------|---|

**THEME**                      **Writing**

| SUBJECT  |        | Production and Distribution of Writing  |
|----------|--------|---|
| STANDARD | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| STANDARD | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.  |

**THEME** Writing

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

**THEME** Writing

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

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

**THEME** Writing

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

**THEME** Speaking and Listening

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

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

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

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

**THEME** Speaking and Listening

| SUBJECT |  | Presentation of Knowledge and Ideas |
|---------|--|-------------------------------------|
|---------|--|-------------------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | SL.6.4. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
|----------|---------|---|

|          |         |   |
|----------|---------|---|
| STANDARD | SL.6.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) |
|----------|---------|---|

**THEME** Language

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

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

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

**THEME** Language

|                 |               |   |
|-----------------|---------------|---|
| <b>SUBJECT</b>  |               | <b>Conventions of Standard English</b>  |
| <b>STANDARD</b> | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

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| OBJECTIVE | L.6.2b. | Spell correctly. |
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**THEME** Language

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

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

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

**THEME** Language

|                |  |                                       |
|----------------|--|---------------------------------------|
| <b>SUBJECT</b> |  | <b>Vocabulary Acquisition and Use</b> |
|----------------|--|---------------------------------------|

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

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

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

**THEME** Reading Literature

|                |  |                              |
|----------------|--|------------------------------|
| <b>SUBJECT</b> |  | <b>Key Ideas and Details</b> |
|----------------|--|------------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|----------|---------|---|



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

|          |         |   |
|----------|---------|---|
| STANDARD | RL.6.3. | Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
|----------|---------|---|

**THEME**                      **Reading Literature**

|                |  |                            |
|----------------|--|----------------------------|
| <b>SUBJECT</b> |  | <b>Craft and Structure</b> |
|----------------|--|----------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | RL.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
|----------|---------|---|

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

|          |         |  |
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| STANDARD | RL.6.6. | Explain how an author develops the point of view of the narrator or speaker in a text. |
|----------|---------|--|

**THEME**                      **Reading Literature**

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|----------------|--|--|

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

**THEME**                      **Writing**

|                |  |                                |
|----------------|--|--------------------------------|
| <b>SUBJECT</b> |  | <b>Text Types and Purposes</b> |
|----------------|--|--------------------------------|

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

|           |         |  |
|-----------|---------|--|
| OBJECTIVE | W.6.2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-----------|---------|--|

**THEME**                      **Writing**

|                |  |                                |
|----------------|--|--------------------------------|
| <b>SUBJECT</b> |  | <b>Text Types and Purposes</b> |
|----------------|--|--------------------------------|

|                 |               |   |
|-----------------|---------------|---|
| <b>STANDARD</b> | <b>W.6.3.</b> | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b> |
|-----------------|---------------|---|

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

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.3b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|-----------|---------|---|

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

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

**THEME**                      **Writing**

|                |  |   |
|----------------|--|---|
| <b>SUBJECT</b> |  | <b>Production and Distribution of Writing</b> |
|----------------|--|---|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| STANDARD | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.  |

**THEME** Writing

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Research to Build and Present Knowledge</b> |
|----------------|--|--|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
|----------|--------|---|

**THEME** Writing

|                |  |                         |
|----------------|--|-------------------------|
| <b>SUBJECT</b> |  | <b>Range of Writing</b> |
|----------------|--|-------------------------|

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

**THEME** Speaking and Listening

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Comprehension and Collaboration</b> |
|----------------|--|--|

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

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

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

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

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|----------------|--|--|

|          |         |   |
|----------|---------|---|
| STANDARD | SL.6.4. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
|----------|---------|---|

|          |         |   |
|----------|---------|---|
| STANDARD | SL.6.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) |
|----------|---------|---|

**THEME** Language

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Conventions of Standard English</b> |
|----------------|--|--|

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

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

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

**THEME** Language

|                 |               |   |
|-----------------|---------------|---|
| <b>SUBJECT</b>  |               | <b>Conventions of Standard English</b>  |
| <b>STANDARD</b> | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

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| OBJECTIVE | L.6.2b. | Spell correctly. |
|-----------|---------|------------------|

**THEME** Language

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

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

**THEME** Language

|                |  |                                       |
|----------------|--|---------------------------------------|
| <b>SUBJECT</b> |  | <b>Vocabulary Acquisition and Use</b> |
|----------------|--|---------------------------------------|

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

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

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

**THEME** Reading Literature

|                |  |                              |
|----------------|--|------------------------------|
| <b>SUBJECT</b> |  | <b>Key Ideas and Details</b> |
|----------------|--|------------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|----------|---------|---|

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

|          |         |   |
|----------|---------|---|
| STANDARD | RL.6.3. | Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
|----------|---------|---|

**THEME** Reading Literature

|                |  |                            |
|----------------|--|----------------------------|
| <b>SUBJECT</b> |  | <b>Craft and Structure</b> |
|----------------|--|----------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | RL.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| STANDARD | RL.6.5. | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.               |
| STANDARD | RL.6.6. | Explain how an author develops the point of view of the narrator or speaker in a text.  |

**THEME** **Reading Literature**

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|----------------|--|--|

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

**THEME** **Writing**

|                |  |                                |
|----------------|--|--------------------------------|
| <b>SUBJECT</b> |  | <b>Text Types and Purposes</b> |
|----------------|--|--------------------------------|

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

|           |         |  |
|-----------|---------|--|
| OBJECTIVE | W.6.2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-----------|---------|--|

**THEME** **Writing**

|                |  |                                |
|----------------|--|--------------------------------|
| <b>SUBJECT</b> |  | <b>Text Types and Purposes</b> |
|----------------|--|--------------------------------|

|                 |               |   |
|-----------------|---------------|---|
| <b>STANDARD</b> | <b>W.6.3.</b> | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b> |
|-----------------|---------------|---|

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

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.3b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|-----------|---------|---|

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

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

**THEME** **Writing**

|                |  |   |
|----------------|--|---|
| <b>SUBJECT</b> |  | <b>Production and Distribution of Writing</b> |
|----------------|--|---|

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

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

|          |        |  |
|----------|--------|--|
| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills. |
|----------|--------|--|

**THEME** Writing

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Research to Build and Present Knowledge</b> |
|----------------|--|--|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
|----------|--------|---|

**THEME** Writing

|                |  |                         |
|----------------|--|-------------------------|
| <b>SUBJECT</b> |  | <b>Range of Writing</b> |
|----------------|--|-------------------------|

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

**THEME** Speaking and Listening

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Comprehension and Collaboration</b> |
|----------------|--|--|

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

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

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

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

**THEME** Speaking and Listening

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|----------------|--|--|

|          |         |   |
|----------|---------|---|
| STANDARD | SL.6.4. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
|----------|---------|---|

|          |         |   |
|----------|---------|---|
| STANDARD | SL.6.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) |
|----------|---------|---|

**THEME** Language

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Conventions of Standard English</b> |
|----------------|--|--|

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

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

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

**THEME** Language

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Conventions of Standard English</b> |
|----------------|--|--|

|                 |               |   |
|-----------------|---------------|---|
| <b>STANDARD</b> | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|-----------------|---------------|---|

OBJECTIVE L.6.2b. Spell correctly.

**THEME** Language

|                |  |                                       |
|----------------|--|---------------------------------------|
| <b>SUBJECT</b> |  | <b>Vocabulary Acquisition and Use</b> |
|----------------|--|---------------------------------------|

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

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

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

**THEME** Language

|                |  |                                       |
|----------------|--|---------------------------------------|
| <b>SUBJECT</b> |  | <b>Vocabulary Acquisition and Use</b> |
|----------------|--|---------------------------------------|

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

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

Mississippi College & Career Readiness Standards

Language Arts

Grade 6 - Adopted: 2016

**THEME** Reading Literature

|                |  |                              |
|----------------|--|------------------------------|
| <b>SUBJECT</b> |  | <b>Key Ideas and Details</b> |
|----------------|--|------------------------------|

STANDARD RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

STANDARD RL.6.3. Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**THEME** Reading Literature

|                |  |                            |
|----------------|--|----------------------------|
| <b>SUBJECT</b> |  | <b>Craft and Structure</b> |
|----------------|--|----------------------------|

STANDARD RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

STANDARD RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

**THEME** Reading Literature

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|----------------|--|--|

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

**THEME** Writing

|                |  |                                |
|----------------|--|--------------------------------|
| <b>SUBJECT</b> |  | <b>Text Types and Purposes</b> |
|----------------|--|--------------------------------|

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

|           |         |  |
|-----------|---------|--|
| OBJECTIVE | W.6.2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-----------|---------|--|

**THEME** Writing

|                |  |                                |
|----------------|--|--------------------------------|
| <b>SUBJECT</b> |  | <b>Text Types and Purposes</b> |
|----------------|--|--------------------------------|

|                 |               |   |
|-----------------|---------------|---|
| <b>STANDARD</b> | <b>W.6.3.</b> | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b> |
|-----------------|---------------|---|

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

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.3b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|-----------|---------|---|

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

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

**THEME** Writing

|                |  |   |
|----------------|--|---|
| <b>SUBJECT</b> |  | <b>Production and Distribution of Writing</b> |
|----------------|--|---|

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

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

|          |        |  |
|----------|--------|--|
| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills. |
|----------|--------|--|

**THEME** Writing

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Research to Build and Present Knowledge</b> |
|----------------|--|--|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
|----------|--------|---|

**THEME** Writing

|                |  |                         |
|----------------|--|-------------------------|
| <b>SUBJECT</b> |  | <b>Range of Writing</b> |
|----------------|--|-------------------------|

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

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

|         |  |                                 |
|---------|--|---------------------------------|
| SUBJECT |  | Comprehension and Collaboration |
|---------|--|---------------------------------|

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

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

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

|         |  |                                     |
|---------|--|-------------------------------------|
| SUBJECT |  | Presentation of Knowledge and Ideas |
|---------|--|-------------------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | SL.6.4. | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
|----------|---------|---|

|          |         |   |
|----------|---------|---|
| STANDARD | SL.6.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) |
|----------|---------|---|

**THEME** **Language**

|         |  |                                 |
|---------|--|---------------------------------|
| SUBJECT |  | Conventions of Standard English |
|---------|--|---------------------------------|

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

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

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

**THEME** **Language**

|         |  |                                 |
|---------|--|---------------------------------|
| SUBJECT |  | Conventions of Standard English |
|---------|--|---------------------------------|

|          |        |  |
|----------|--------|--|
| STANDARD | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------|--------|--|

|           |         |                  |
|-----------|---------|------------------|
| OBJECTIVE | L.6.2b. | Spell correctly. |
|-----------|---------|------------------|

**THEME** **Language**

|         |  |                                |
|---------|--|--------------------------------|
| SUBJECT |  | Vocabulary Acquisition and Use |
|---------|--|--------------------------------|

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



|                |                                       |  |
|----------------|---------------------------------------|--|
| OBJECTIVE      | L.6.4a.                               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.   |
| OBJECTIVE      | L.6.4d.                               | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  |
| <b>THEME</b>   | <b>Language</b>                       |  |
| <b>SUBJECT</b> | <b>Vocabulary Acquisition and Use</b> |  |
| STANDARD       | L.6.6.                                | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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

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

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

|                |                                   |  |
|----------------|-----------------------------------|--|
| <b>THEME</b>   | <b>Reading Informational Text</b> |  |
| <b>SUBJECT</b> | <b>Craft and Structure</b>        |  |
| STANDARD       | RI.6.4.                           | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.                            |
| STANDARD       | RI.6.5.                           | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |

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

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

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.2a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| OBJECTIVE | W.6.2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  |
| OBJECTIVE | W.6.2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |

**THEME** Writing

|                |   |
|----------------|---|
| <b>SUBJECT</b> | <b>Production and Distribution of Writing</b> |
|----------------|---|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| STANDARD | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.  |

**THEME** Writing

|                |  |
|----------------|--|
| <b>SUBJECT</b> | <b>Research to Build and Present Knowledge</b> |
|----------------|--|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.   |
| STANDARD | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

**THEME** Writing

|                |                         |
|----------------|-------------------------|
| <b>SUBJECT</b> | <b>Range of Writing</b> |
|----------------|-------------------------|

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

**THEME** Speaking and Listening

|                |  |
|----------------|--|
| <b>SUBJECT</b> | <b>Comprehension and Collaboration</b> |
|----------------|--|

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

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

**THEME** Language

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

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

**THEME** Language

|                 |               |   |
|-----------------|---------------|---|
| <b>SUBJECT</b>  |               | <b>Conventions of Standard English</b>  |
| <b>STANDARD</b> | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

|           |         |                  |
|-----------|---------|------------------|
| OBJECTIVE | L.6.2b. | Spell correctly. |
|-----------|---------|------------------|

**THEME** Language

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

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

**THEME** Language

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

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

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

**THEME** Reading Informational Text

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

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

|                |         |  |
|----------------|---------|--|
| <b>SUBJECT</b> |         | <b>Craft and Structure</b>   |
| STANDARD       | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.                            |
| STANDARD       | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |

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

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

**THEME**                      **Writing**

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

**THEME**                      **Writing**

|                |        |   |
|----------------|--------|---|
| <b>SUBJECT</b> |        | <b>Production and Distribution of Writing</b>   |
| STANDARD       | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| STANDARD       | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| STANDARD       | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.  |

**THEME**                      **Writing**

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

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
|----------|--------|---|

**THEME** Writing

|         |  |                  |
|---------|--|------------------|
| SUBJECT |  | Range of Writing |
|---------|--|------------------|

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

**THEME** Speaking and Listening

|         |  |                                 |
|---------|--|---------------------------------|
| SUBJECT |  | Comprehension and Collaboration |
|---------|--|---------------------------------|

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

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

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

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

**THEME** Language

|         |  |                                 |
|---------|--|---------------------------------|
| SUBJECT |  | Conventions of Standard English |
|---------|--|---------------------------------|

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

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

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

**THEME** Language

|         |  |                                 |
|---------|--|---------------------------------|
| SUBJECT |  | Conventions of Standard English |
|---------|--|---------------------------------|

|          |        |  |
|----------|--------|--|
| STANDARD | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------|--------|--|

|           |         |                  |
|-----------|---------|------------------|
| OBJECTIVE | L.6.2b. | Spell correctly. |
|-----------|---------|------------------|

**THEME** Language

|         |  |                                |
|---------|--|--------------------------------|
| SUBJECT |  | Vocabulary Acquisition and Use |
|---------|--|--------------------------------|

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

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

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

**THEME** Language

|                |                                       |
|----------------|---------------------------------------|
| <b>SUBJECT</b> | <b>Vocabulary Acquisition and Use</b> |
|----------------|---------------------------------------|

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

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

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

**THEME** Reading Informational Text

|                |                              |
|----------------|------------------------------|
| <b>SUBJECT</b> | <b>Key Ideas and Details</b> |
|----------------|------------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|----------|---------|---|

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

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

**THEME** Reading Informational Text

|                |                            |
|----------------|----------------------------|
| <b>SUBJECT</b> | <b>Craft and Structure</b> |
|----------------|----------------------------|

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

|          |         |  |
|----------|---------|--|
| STANDARD | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
|----------|---------|--|

**THEME** Reading Informational Text

|                |   |
|----------------|---|
| <b>SUBJECT</b> | <b>Integration of Knowledge and Ideas</b> |
|----------------|---|

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

**THEME** Writing

|                |                                |
|----------------|--------------------------------|
| <b>SUBJECT</b> | <b>Text Types and Purposes</b> |
|----------------|--------------------------------|

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

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.2a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-----------|---------|---|

|           |         |  |
|-----------|---------|--|
| OBJECTIVE | W.6.2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-----------|---------|--|

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|---------|---|

**THEME** Writing

|                |  |   |
|----------------|--|---|
| <b>SUBJECT</b> |  | <b>Production and Distribution of Writing</b> |
|----------------|--|---|

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

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

|          |        |  |
|----------|--------|--|
| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills. |
|----------|--------|--|

**THEME** Writing

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Research to Build and Present Knowledge</b> |
|----------------|--|--|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
|----------|--------|---|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
|----------|--------|---|

**THEME** Writing

|                |  |                         |
|----------------|--|-------------------------|
| <b>SUBJECT</b> |  | <b>Range of Writing</b> |
|----------------|--|-------------------------|

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

**THEME** Speaking and Listening

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Comprehension and Collaboration</b> |
|----------------|--|--|

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

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

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

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

**THEME** Language

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Conventions of Standard English</b> |
|----------------|--|--|

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

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

**THEME** Language

|                 |               |   |
|-----------------|---------------|---|
| <b>SUBJECT</b>  |               | <b>Conventions of Standard English</b>  |
| <b>STANDARD</b> | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

OBJECTIVE L.6.2b. Spell correctly.

**THEME** Language

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

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

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

**THEME** Language

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

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

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

**THEME** Reading Informational Text

|                |  |                              |
|----------------|--|------------------------------|
| <b>SUBJECT</b> |  | <b>Key Ideas and Details</b> |
|----------------|--|------------------------------|

STANDARD RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

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

**THEME** Reading Informational Text

|                |  |                            |
|----------------|--|----------------------------|
| <b>SUBJECT</b> |  | <b>Craft and Structure</b> |
|----------------|--|----------------------------|



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

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

|                |  |   |
|----------------|--|---|
| <b>SUBJECT</b> |  | <b>Integration of Knowledge and Ideas</b> |
|----------------|--|---|

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

**THEME** **Writing**

|                |  |                                |
|----------------|--|--------------------------------|
| <b>SUBJECT</b> |  | <b>Text Types and Purposes</b> |
|----------------|--|--------------------------------|

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

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.2a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-----------|---------|---|

|           |         |  |
|-----------|---------|--|
| OBJECTIVE | W.6.2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-----------|---------|--|

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|---------|---|

**THEME** **Writing**

|                |  |   |
|----------------|--|---|
| <b>SUBJECT</b> |  | <b>Production and Distribution of Writing</b> |
|----------------|--|---|

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

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

|          |        |  |
|----------|--------|--|
| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills. |
|----------|--------|--|

**THEME** **Writing**

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Research to Build and Present Knowledge</b> |
|----------------|--|--|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
|----------|--------|---|

**THEME** **Writing**

|                |  |                         |
|----------------|--|-------------------------|
| <b>SUBJECT</b> |  | <b>Range of Writing</b> |
|----------------|--|-------------------------|

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

**THEME** **Language**

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Conventions of Standard English</b> |
|----------------|--|--|

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

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

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

**THEME**                      **Language**

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Conventions of Standard English</b> |
|----------------|--|--|

|                 |               |   |
|-----------------|---------------|---|
| <b>STANDARD</b> | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|-----------------|---------------|---|

|           |         |                  |
|-----------|---------|------------------|
| OBJECTIVE | L.6.2b. | Spell correctly. |
|-----------|---------|------------------|

**THEME**                      **Language**

|                |  |                                       |
|----------------|--|---------------------------------------|
| <b>SUBJECT</b> |  | <b>Vocabulary Acquisition and Use</b> |
|----------------|--|---------------------------------------|

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

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

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

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

**THEME**                      **Language**

|                |  |                                       |
|----------------|--|---------------------------------------|
| <b>SUBJECT</b> |  | <b>Vocabulary Acquisition and Use</b> |
|----------------|--|---------------------------------------|

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

UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106

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

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

|                |  |                              |
|----------------|--|------------------------------|
| <b>SUBJECT</b> |  | <b>Key Ideas and Details</b> |
|----------------|--|------------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|----------|---------|---|

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

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

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

|                |  |                            |
|----------------|--|----------------------------|
| <b>SUBJECT</b> |  | <b>Craft and Structure</b> |
|----------------|--|----------------------------|

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

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

|                |  |   |
|----------------|--|---|
| <b>SUBJECT</b> |  | <b>Integration of Knowledge and Ideas</b> |
|----------------|--|---|

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

**THEME**                      **Writing**

|                |  |                                |
|----------------|--|--------------------------------|
| <b>SUBJECT</b> |  | <b>Text Types and Purposes</b> |
|----------------|--|--------------------------------|

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

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.2a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-----------|---------|---|

|           |         |  |
|-----------|---------|--|
| OBJECTIVE | W.6.2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-----------|---------|--|

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|---------|---|

**THEME**                      **Writing**

|                |  |   |
|----------------|--|---|
| <b>SUBJECT</b> |  | <b>Production and Distribution of Writing</b> |
|----------------|--|---|

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

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

|          |        |  |
|----------|--------|--|
| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills. |
|----------|--------|--|

**THEME**                      **Writing**

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Research to Build and Present Knowledge</b> |
|----------------|--|--|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
|----------|--------|---|

**THEME**                      **Writing**

|                |  |                         |
|----------------|--|-------------------------|
| <b>SUBJECT</b> |  | <b>Range of Writing</b> |
|----------------|--|-------------------------|

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

**THEME** Language

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

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

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

**THEME** Language

|                 |               |   |
|-----------------|---------------|---|
| <b>SUBJECT</b>  |               | <b>Conventions of Standard English</b>  |
| <b>STANDARD</b> | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

OBJECTIVE L.6.2b. Spell correctly.

**THEME** Language

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

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

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

**THEME** Language

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

UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114

## Mississippi College &amp; Career Readiness Standards

## Language Arts

Grade 6 - Adopted: 2016

**THEME** Reading Literature

|                |  |                              |
|----------------|--|------------------------------|
| <b>SUBJECT</b> |  | <b>Key Ideas and Details</b> |
|----------------|--|------------------------------|

STANDARD RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

STANDARD RL.6.3. Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**THEME** Reading Literature

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

**THEME** Writing

| SUBJECT   |         | Text Types and Purposes   |
|-----------|---------|---|
| STANDARD  | W.6.2.  | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>  |
| OBJECTIVE | W.6.2a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension. |

**THEME** Writing

| SUBJECT   |         | Text Types and Purposes   |
|-----------|---------|---|
| STANDARD  | W.6.3.  | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b> |
| OBJECTIVE | W.6.3a. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.   |
| OBJECTIVE | W.6.3b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.   |
| OBJECTIVE | W.6.3d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.   |

**THEME** Writing

| SUBJECT  |        | Production and Distribution of Writing  |
|----------|--------|---|
| STANDARD | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| STANDARD | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.  |

**THEME** Writing

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

**THEME** Language

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

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

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

**THEME**                      **Language**

|                 |               |   |
|-----------------|---------------|---|
| <b>SUBJECT</b>  |               | <b>Conventions of Standard English</b>  |
| <b>STANDARD</b> | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

|           |         |                  |
|-----------|---------|------------------|
| OBJECTIVE | L.6.2b. | Spell correctly. |
|-----------|---------|------------------|

**THEME**                      **Language**

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

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

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

**THEME**                      **Language**

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126

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

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

|                |  |                              |
|----------------|--|------------------------------|
| <b>SUBJECT</b> |  | <b>Key Ideas and Details</b> |
|----------------|--|------------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|----------|---------|---|

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

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

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

|                |  |                            |
|----------------|--|----------------------------|
| <b>SUBJECT</b> |  | <b>Craft and Structure</b> |
|----------------|--|----------------------------|

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

|          |         |  |
|----------|---------|--|
| STANDARD | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
|----------|---------|--|

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

|                |  |   |
|----------------|--|---|
| <b>SUBJECT</b> |  | <b>Integration of Knowledge and Ideas</b> |
|----------------|--|---|

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

|          |         |  |
|----------|---------|--|
| STANDARD | RI.6.9. | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person) |
|----------|---------|--|

**THEME** **Writing**

|                |  |                                |
|----------------|--|--------------------------------|
| <b>SUBJECT</b> |  | <b>Text Types and Purposes</b> |
|----------------|--|--------------------------------|

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

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.2a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-----------|---------|---|

|           |         |  |
|-----------|---------|--|
| OBJECTIVE | W.6.2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|---------|---|

**THEME** **Writing**

|                |  |   |
|----------------|--|---|
| <b>SUBJECT</b> |  | <b>Production and Distribution of Writing</b> |
|----------------|--|---|

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

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

|          |        |  |
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| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills. |
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**THEME** **Writing**

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Research to Build and Present Knowledge</b> |
|----------------|--|--|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
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| STANDARD | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
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**THEME** Writing

|         |  |                  |
|---------|--|------------------|
| SUBJECT |  | Range of Writing |
|---------|--|------------------|

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

|         |  |                                 |
|---------|--|---------------------------------|
| SUBJECT |  | Comprehension and Collaboration |
|---------|--|---------------------------------|

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

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

**THEME** Language

|         |  |                                 |
|---------|--|---------------------------------|
| SUBJECT |  | Conventions of Standard English |
|---------|--|---------------------------------|

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

**THEME** Language

|         |  |                                 |
|---------|--|---------------------------------|
| SUBJECT |  | Conventions of Standard English |
|---------|--|---------------------------------|

|          |        |  |
|----------|--------|--|
| STANDARD | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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|           |         |                  |
|-----------|---------|------------------|
| OBJECTIVE | L.6.2b. | Spell correctly. |
|-----------|---------|------------------|

**THEME** Language

|         |  |                                |
|---------|--|--------------------------------|
| SUBJECT |  | Vocabulary Acquisition and Use |
|---------|--|--------------------------------|

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

|           |         |  |
|-----------|---------|--|
| OBJECTIVE | L.6.4a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase. |
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|  |                                       |  |
|--|---------------------------------------|--|
| OBJECTIVE  | L.6.4d.                               | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  |
| <b>THEME</b>   | <b>Language</b>                       |  |
| <b>SUBJECT</b>   | <b>Vocabulary Acquisition and Use</b> |  |
| STANDARD   | L.6.6.                                | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140 |                                       |  |

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

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

|                |                                   |  |
|----------------|-----------------------------------|--|
| <b>THEME</b>   | <b>Reading Informational Text</b> |  |
| <b>SUBJECT</b> | <b>Craft and Structure</b>        |  |
| STANDARD       | RI.6.4.                           | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.                            |
| STANDARD       | RI.6.5.                           | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |

|                |   |   |
|----------------|---|---|
| <b>THEME</b>   | <b>Reading Informational Text</b>         |   |
| <b>SUBJECT</b> | <b>Integration of Knowledge and Ideas</b> |   |
| STANDARD       | RI.6.7.                                   | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| STANDARD       | RI.6.9.                                   | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)                                |

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

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.2a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| OBJECTIVE | W.6.2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  |
| OBJECTIVE | W.6.2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |

**THEME** Writing

|                |   |
|----------------|---|
| <b>SUBJECT</b> | <b>Production and Distribution of Writing</b> |
|----------------|---|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| STANDARD | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.  |

**THEME** Writing

|                |  |
|----------------|--|
| <b>SUBJECT</b> | <b>Research to Build and Present Knowledge</b> |
|----------------|--|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.   |
| STANDARD | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

**THEME** Writing

|                |                         |
|----------------|-------------------------|
| <b>SUBJECT</b> | <b>Range of Writing</b> |
|----------------|-------------------------|

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

**THEME** Speaking and Listening

|                |  |
|----------------|--|
| <b>SUBJECT</b> | <b>Comprehension and Collaboration</b> |
|----------------|--|

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

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

**THEME** Language

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

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

**THEME** Language

|                 |               |   |
|-----------------|---------------|---|
| <b>SUBJECT</b>  |               | <b>Conventions of Standard English</b>  |
| <b>STANDARD</b> | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

|           |         |                  |
|-----------|---------|------------------|
| OBJECTIVE | L.6.2b. | Spell correctly. |
|-----------|---------|------------------|

**THEME** Language

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

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

**THEME** Language

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

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

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

**THEME** Reading Informational Text

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

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

| SUBJECT  |         | Craft and Structure  |
|----------|---------|--|
| STANDARD | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.                            |
| STANDARD | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |

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

| SUBJECT  |         | Integration of Knowledge and Ideas  |
|----------|---------|---|
| STANDARD | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| STANDARD | RI.6.9. | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)                                |

**THEME**                      **Writing**

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

**THEME**                      **Writing**

| SUBJECT  |        | Production and Distribution of Writing  |
|----------|--------|---|
| STANDARD | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| STANDARD | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.  |

**THEME**                      **Writing**

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

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
|----------|--------|---|

**THEME** Writing

|         |  |                  |
|---------|--|------------------|
| SUBJECT |  | Range of Writing |
|---------|--|------------------|

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

**THEME** Speaking and Listening

|         |  |                                 |
|---------|--|---------------------------------|
| SUBJECT |  | Comprehension and Collaboration |
|---------|--|---------------------------------|

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

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

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

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

**THEME** Language

|         |  |                                 |
|---------|--|---------------------------------|
| SUBJECT |  | Conventions of Standard English |
|---------|--|---------------------------------|

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

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

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

**THEME** Language

|         |  |                                 |
|---------|--|---------------------------------|
| SUBJECT |  | Conventions of Standard English |
|---------|--|---------------------------------|

|          |        |  |
|----------|--------|--|
| STANDARD | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------|--------|--|

|           |         |                  |
|-----------|---------|------------------|
| OBJECTIVE | L.6.2b. | Spell correctly. |
|-----------|---------|------------------|

**THEME** Language

|         |  |                                |
|---------|--|--------------------------------|
| SUBJECT |  | Vocabulary Acquisition and Use |
|---------|--|--------------------------------|

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

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

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

**THEME** Language

|                |                                       |
|----------------|---------------------------------------|
| <b>SUBJECT</b> | <b>Vocabulary Acquisition and Use</b> |
|----------------|---------------------------------------|

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158

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

**THEME** Reading Informational Text

|                |                              |
|----------------|------------------------------|
| <b>SUBJECT</b> | <b>Key Ideas and Details</b> |
|----------------|------------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|----------|---------|---|

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

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

**THEME** Reading Informational Text

|                |                            |
|----------------|----------------------------|
| <b>SUBJECT</b> | <b>Craft and Structure</b> |
|----------------|----------------------------|

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

|          |         |  |
|----------|---------|--|
| STANDARD | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
|----------|---------|--|

**THEME** Reading Informational Text

|                |   |
|----------------|---|
| <b>SUBJECT</b> | <b>Integration of Knowledge and Ideas</b> |
|----------------|---|

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

|          |         |  |
|----------|---------|--|
| STANDARD | RI.6.9. | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person) |
|----------|---------|--|

**THEME** Writing

|                |                                |
|----------------|--------------------------------|
| <b>SUBJECT</b> | <b>Text Types and Purposes</b> |
|----------------|--------------------------------|

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

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.2a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| OBJECTIVE | W.6.2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  |
| OBJECTIVE | W.6.2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |

**THEME** Writing

|                |  |   |
|----------------|--|---|
| <b>SUBJECT</b> |  | <b>Production and Distribution of Writing</b> |
|----------------|--|---|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| STANDARD | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.  |

**THEME** Writing

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Research to Build and Present Knowledge</b> |
|----------------|--|--|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.   |
| STANDARD | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

**THEME** Writing

|                |  |                         |
|----------------|--|-------------------------|
| <b>SUBJECT</b> |  | <b>Range of Writing</b> |
|----------------|--|-------------------------|

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

**THEME** Speaking and Listening

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Comprehension and Collaboration</b> |
|----------------|--|--|

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

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

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

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

**THEME** Language

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

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

**THEME** Language

|                 |               |   |
|-----------------|---------------|---|
| <b>SUBJECT</b>  |               | <b>Conventions of Standard English</b>  |
| <b>STANDARD</b> | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

|           |         |                  |
|-----------|---------|------------------|
| OBJECTIVE | L.6.2b. | Spell correctly. |
|-----------|---------|------------------|

**THEME** Language

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

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

**THEME** Language

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

UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

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

**THEME** Writing

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

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



|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|---------|---|

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.2f. | Provide a concluding statement or section that follows from the information or explanation presented. |
|-----------|---------|---|

**THEME** Writing

|                |  |   |
|----------------|--|---|
| <b>SUBJECT</b> |  | <b>Production and Distribution of Writing</b> |
|----------------|--|---|

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

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

|          |        |  |
|----------|--------|--|
| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills. |
|----------|--------|--|

**THEME** Writing

|                |  |                         |
|----------------|--|-------------------------|
| <b>SUBJECT</b> |  | <b>Range of Writing</b> |
|----------------|--|-------------------------|

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

**THEME** Speaking and Listening

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Comprehension and Collaboration</b> |
|----------------|--|--|

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

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

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

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

**THEME** Language

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Conventions of Standard English</b> |
|----------------|--|--|

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

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

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

**THEME** Language

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Conventions of Standard English</b> |
|----------------|--|--|

|                 |               |   |
|-----------------|---------------|---|
| <b>STANDARD</b> | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|-----------------|---------------|---|

OBJECTIVE L.6.2b. Spell correctly.

**THEME** Language

|                |                                       |
|----------------|---------------------------------------|
| <b>SUBJECT</b> | <b>Vocabulary Acquisition and Use</b> |
|----------------|---------------------------------------|

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

UNIT 7: INVENTIVE WRITING Week 18 Page 165-172

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

**THEME** Writing

|                |                                |
|----------------|--------------------------------|
| <b>SUBJECT</b> | <b>Text Types and Purposes</b> |
|----------------|--------------------------------|

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

OBJECTIVE W.6.2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

OBJECTIVE W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

**THEME** Writing

|                |                                |
|----------------|--------------------------------|
| <b>SUBJECT</b> | <b>Text Types and Purposes</b> |
|----------------|--------------------------------|

|                 |               |   |
|-----------------|---------------|---|
| <b>STANDARD</b> | <b>W.6.3.</b> | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b> |
|-----------------|---------------|---|

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

OBJECTIVE W.6.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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

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

**THEME** Writing

|                |   |
|----------------|---|
| <b>SUBJECT</b> | <b>Production and Distribution of Writing</b> |
|----------------|---|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| STANDARD | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.  |

**THEME** Writing

|                |  |                         |
|----------------|--|-------------------------|
| <b>SUBJECT</b> |  | <b>Range of Writing</b> |
|----------------|--|-------------------------|

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

**THEME** Language

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Conventions of Standard English</b> |
|----------------|--|--|

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

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

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

**THEME** Language

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Conventions of Standard English</b> |
|----------------|--|--|

|                 |               |   |
|-----------------|---------------|---|
| <b>STANDARD</b> | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|-----------------|---------------|---|

|           |         |                  |
|-----------|---------|------------------|
| OBJECTIVE | L.6.2b. | Spell correctly. |
|-----------|---------|------------------|

**THEME** Language

|                |  |                                       |
|----------------|--|---------------------------------------|
| <b>SUBJECT</b> |  | <b>Vocabulary Acquisition and Use</b> |
|----------------|--|---------------------------------------|

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

**THEME** Writing

|                |  |                                |
|----------------|--|--------------------------------|
| <b>SUBJECT</b> |  | <b>Text Types and Purposes</b> |
|----------------|--|--------------------------------|

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

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

**THEME** Writing

|                |        |   |
|----------------|--------|---|
| <b>SUBJECT</b> |        | <b>Production and Distribution of Writing</b>   |
| STANDARD       | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| STANDARD       | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| STANDARD       | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.  |

**THEME** Writing

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

**THEME** Language

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

**THEME** Language

|                 |               |   |
|-----------------|---------------|---|
| <b>SUBJECT</b>  |               | <b>Conventions of Standard English</b>  |
| <b>STANDARD</b> | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
| OBJECTIVE       | L.6.2b.       | Spell correctly.  |

**THEME** Language

|                |  |                                       |
|----------------|--|---------------------------------------|
| <b>SUBJECT</b> |  | <b>Vocabulary Acquisition and Use</b> |
|----------------|--|---------------------------------------|

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

UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192

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

**THEME** Reading Informational Text

|                |  |                              |
|----------------|--|------------------------------|
| <b>SUBJECT</b> |  | <b>Key Ideas and Details</b> |
|----------------|--|------------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|----------|---------|---|

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

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

**THEME** Reading Informational Text

|                |  |                            |
|----------------|--|----------------------------|
| <b>SUBJECT</b> |  | <b>Craft and Structure</b> |
|----------------|--|----------------------------|

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

|          |         |  |
|----------|---------|--|
| STANDARD | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
|----------|---------|--|

**THEME** Reading Informational Text

|                |  |   |
|----------------|--|---|
| <b>SUBJECT</b> |  | <b>Integration of Knowledge and Ideas</b> |
|----------------|--|---|

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

|          |         |  |
|----------|---------|--|
| STANDARD | RI.6.9. | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person) |
|----------|---------|--|

**THEME** Writing

|                |  |                                |
|----------------|--|--------------------------------|
| <b>SUBJECT</b> |  | <b>Text Types and Purposes</b> |
|----------------|--|--------------------------------|

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

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.2a. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-----------|---------|---|

|           |         |  |
|-----------|---------|--|
| OBJECTIVE | W.6.2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-----------|---------|--|

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|---------|---|

|           |         |  |
|-----------|---------|--|
| OBJECTIVE | W.6.2e. | Establish and maintain a formal style. |
|-----------|---------|--|

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.2f. | Provide a concluding statement or section that follows from the information or explanation presented. |
|-----------|---------|---|

**THEME** Writing

|                |  |   |
|----------------|--|---|
| <b>SUBJECT</b> |  | <b>Production and Distribution of Writing</b> |
|----------------|--|---|

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

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

|          |        |  |
|----------|--------|--|
| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills. |
|----------|--------|--|

**THEME** Writing

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Research to Build and Present Knowledge</b> |
|----------------|--|--|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
|----------|--------|---|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
|----------|--------|---|

**THEME** Writing

|                |  |                         |
|----------------|--|-------------------------|
| <b>SUBJECT</b> |  | <b>Range of Writing</b> |
|----------------|--|-------------------------|

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

**THEME** Language

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Conventions of Standard English</b> |
|----------------|--|--|

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

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

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

**THEME** Language

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Conventions of Standard English</b> |
|----------------|--|--|

|                 |               |   |
|-----------------|---------------|---|
| <b>STANDARD</b> | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|-----------------|---------------|---|

|           |         |                  |
|-----------|---------|------------------|
| OBJECTIVE | L.6.2b. | Spell correctly. |
|-----------|---------|------------------|

**THEME** Language

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

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

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

**THEME** Language

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

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

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

**THEME** Reading Informational Text

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

**THEME** Reading Informational Text

|                |         |  |
|----------------|---------|--|
| <b>SUBJECT</b> |         | <b>Craft and Structure</b>   |
| STANDARD       | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.                            |
| STANDARD       | RI.6.5. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |

**THEME** Reading Informational Text

|                |         |   |
|----------------|---------|---|
| <b>SUBJECT</b> |         | <b>Integration of Knowledge and Ideas</b>   |
| STANDARD       | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| STANDARD       | RI.6.9. | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)                                |

**THEME** Writing

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

**THEME** Writing

| SUBJECT  | Production and Distribution of Writing |   |
|----------|--|---|
| STANDARD | W.6.4.                                 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| STANDARD | W.6.5.                                 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| STANDARD | W.6.6.                                 | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.  |

**THEME** Writing

| SUBJECT  | Research to Build and Present Knowledge |   |
|----------|---|---|
| STANDARD | W.6.7.                                  | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.   |
| STANDARD | W.6.8.                                  | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

**THEME** Writing

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

**THEME** Speaking and Listening

| SUBJECT | Comprehension and Collaboration |  |
|---------|---------------------------------|--|
|---------|---------------------------------|--|



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

**THEME** Language

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

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

**THEME** Language

|                 |               |   |
|-----------------|---------------|---|
| <b>SUBJECT</b>  |               | <b>Conventions of Standard English</b>  |
| <b>STANDARD</b> | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

|           |         |                  |
|-----------|---------|------------------|
| OBJECTIVE | L.6.2b. | Spell correctly. |
|-----------|---------|------------------|

**THEME** Language

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

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

**THEME** Language

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

**THEME**                      **Reading Literature**

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

**THEME**                      **Reading Literature**

| <b>SUBJECT</b> |         | <b>Craft and Structure</b>  |
|----------------|---------|---|
| STANDARD       | RL.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| STANDARD       | RL.6.5. | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.               |
| STANDARD       | RL.6.6. | Explain how an author develops the point of view of the narrator or speaker in a text.  |

**THEME**                      **Reading Literature**

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

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

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

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

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

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

| <b>SUBJECT</b> |  | <b>Integration of Knowledge and Ideas</b> |
|----------------|--|---|
|----------------|--|---|

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

**THEME** Writing

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

|           |         |  |
|-----------|---------|--|
| OBJECTIVE | W.6.2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-----------|---------|--|

**THEME** Writing

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

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

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | W.6.3b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|-----------|---------|---|

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

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

**THEME** Writing

|         |  |  |
|---------|--|--|
| SUBJECT |  | Production and Distribution of Writing |
|---------|--|--|

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

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

|          |        |  |
|----------|--------|--|
| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills. |
|----------|--------|--|

**THEME** Writing

|         |  |   |
|---------|--|---|
| SUBJECT |  | Research to Build and Present Knowledge |
|---------|--|---|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
|----------|--------|---|

**THEME** Writing

|         |  |                  |
|---------|--|------------------|
| SUBJECT |  | Range of Writing |
|---------|--|------------------|

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

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

|         |  |  |
|---------|--|--|
| SUBJECT |  | <b>Comprehension and Collaboration</b> |
|---------|--|--|

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

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

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

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

**THEME** **Language**

|         |  |  |
|---------|--|--|
| SUBJECT |  | <b>Conventions of Standard English</b> |
|---------|--|--|

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

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

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

**THEME** **Language**

|         |  |  |
|---------|--|--|
| SUBJECT |  | <b>Conventions of Standard English</b> |
|---------|--|--|

|          |        |   |
|----------|--------|---|
| STANDARD | L.6.2. | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|----------|--------|---|

|           |         |                  |
|-----------|---------|------------------|
| OBJECTIVE | L.6.2b. | Spell correctly. |
|-----------|---------|------------------|

**THEME** **Language**

|         |  |                              |
|---------|--|------------------------------|
| SUBJECT |  | <b>Knowledge of Language</b> |
|---------|--|------------------------------|

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

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|-----------|---------|---|
| OBJECTIVE | L.6.3b. | Maintain consistency in style and tone. |
|-----------|---------|---|

**THEME** **Language**

|         |  |                                       |
|---------|--|---------------------------------------|
| SUBJECT |  | <b>Vocabulary Acquisition and Use</b> |
|---------|--|---------------------------------------|

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

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

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

**THEME** Language

|                 |               |  |
|-----------------|---------------|--|
| <b>SUBJECT</b>  |               | <b>Vocabulary Acquisition and Use</b>  |
| <b>STANDARD</b> | <b>L.6.5.</b> | <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> |

|           |         |   |
|-----------|---------|---|
| OBJECTIVE | L.6.5a. | Interpret figures of speech (e.g., personification) in context. |
|-----------|---------|---|

**THEME** Language

|                |  |                                       |
|----------------|--|---------------------------------------|
| <b>SUBJECT</b> |  | <b>Vocabulary Acquisition and Use</b> |
|----------------|--|---------------------------------------|

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

UNIT 9: FORMAL CRITIQUE Week 23 Page 221-230

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

**THEME** Reading Literature

|                |  |                              |
|----------------|--|------------------------------|
| <b>SUBJECT</b> |  | <b>Key Ideas and Details</b> |
|----------------|--|------------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | RL.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|----------|---------|---|

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

|          |         |   |
|----------|---------|---|
| STANDARD | RL.6.3. | Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
|----------|---------|---|

**THEME** Reading Literature

|                |  |                            |
|----------------|--|----------------------------|
| <b>SUBJECT</b> |  | <b>Craft and Structure</b> |
|----------------|--|----------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | RL.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
|----------|---------|---|

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

|          |         |  |
|----------|---------|--|
| STANDARD | RL.6.6. | Explain how an author develops the point of view of the narrator or speaker in a text. |
|----------|---------|--|

**THEME** Reading Literature

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|----------------|--|--|

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

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

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

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

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

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

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

**THEME**                      **Writing**

| <b>SUBJECT</b>  |               | <b>Text Types and Purposes</b>   |
|-----------------|---------------|--|
| <b>STANDARD</b> | <b>W.6.2.</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |
| OBJECTIVE       | W.6.2b.       | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.   |

**THEME**                      **Writing**

| <b>SUBJECT</b>  |               | <b>Text Types and Purposes</b>  |
|-----------------|---------------|---|
| <b>STANDARD</b> | <b>W.6.3.</b> | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b> |
| OBJECTIVE       | W.6.3a.       | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.   |
| OBJECTIVE       | W.6.3b.       | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.   |
| OBJECTIVE       | W.6.3d.       | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.   |
| OBJECTIVE       | W.6.3e.       | Provide a conclusion that follows from the narrated experiences or events.  |

**THEME**                      **Writing**

| <b>SUBJECT</b> |  | <b>Production and Distribution of Writing</b> |
|----------------|--|---|
|----------------|--|---|

|          |        |   |
|----------|--------|---|
| STANDARD | W.6.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| STANDARD | W.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| STANDARD | W.6.6. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.  |

**THEME** Writing

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Research to Build and Present Knowledge</b> |
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| STANDARD | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
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**THEME** Writing

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

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

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

|                |  |  |
|----------------|--|--|
| <b>SUBJECT</b> |  | <b>Conventions of Standard English</b> |
|----------------|--|--|

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| <b>STANDARD</b> | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
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OBJECTIVE L.6.2b. Spell correctly.

**THEME** Language

|                |  |                              |
|----------------|--|------------------------------|
| <b>SUBJECT</b> |  | <b>Knowledge of Language</b> |
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|                 |               |   |
|-----------------|---------------|---|
| <b>STANDARD</b> | <b>L.6.3.</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |
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OBJECTIVE L.6.3b. Maintain consistency in style and tone.

**THEME** Language

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

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

**THEME** Language

|                |  |                                       |
|----------------|--|---------------------------------------|
| <b>SUBJECT</b> |  | <b>Vocabulary Acquisition and Use</b> |
|----------------|--|---------------------------------------|

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| <b>STANDARD</b> | <b>L.6.5.</b> | <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> |
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OBJECTIVE L.6.5a. Interpret figures of speech (e.g., personification) in context.

**THEME** Language

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

UNIT 9: FORMAL CRITIQUE Week 24 Page 231-334

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

**THEME** Reading Literature

|                |  |                              |
|----------------|--|------------------------------|
| <b>SUBJECT</b> |  | <b>Key Ideas and Details</b> |
|----------------|--|------------------------------|

STANDARD RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

**THEME** Reading Literature



|                |          |   |
|----------------|----------|---|
| <b>SUBJECT</b> |          | <b>Craft and Structure</b>  |
| STANDARD       | RL.6.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.   |
| <b>THEME</b>   |          | <b>Reading Literature</b>   |
| <b>SUBJECT</b> |          | <b>Range of Reading and Level of Text Complexity</b>  |
| STANDARD       | RL.6.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.   |
| <b>THEME</b>   |          | <b>Reading Informational Text</b>   |
| <b>SUBJECT</b> |          | <b>Key Ideas and Details</b>  |
| STANDARD       | RI.6.1.  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| STANDARD       | RI.6.2.  | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.   |
| STANDARD       | RI.6.3.  | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  |
| <b>THEME</b>   |          | <b>Reading Informational Text</b>   |
| <b>SUBJECT</b> |          | <b>Craft and Structure</b>  |
| STANDARD       | RI.6.4.  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.   |
| STANDARD       | RI.6.5.  | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  |
| <b>THEME</b>   |          | <b>Reading Informational Text</b>   |
| <b>SUBJECT</b> |          | <b>Integration of Knowledge and Ideas</b>   |
| STANDARD       | RI.6.7.  | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.   |
| <b>THEME</b>   |          | <b>Writing</b>  |
| <b>SUBJECT</b> |          | <b>Production and Distribution of Writing</b>   |
| STANDARD       | W.6.5.   | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| STANDARD       | W.6.6.   | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.  |
| <b>THEME</b>   |          | <b>Writing</b>  |
| <b>SUBJECT</b> |          | <b>Range of Writing</b>   |

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

**THEME** Language

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

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

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

**THEME** Language

|          |        |  |
|----------|--------|--|
| SUBJECT  |        | Conventions of Standard English  |
| STANDARD | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

|           |         |                  |
|-----------|---------|------------------|
| OBJECTIVE | L.6.2b. | Spell correctly. |
|-----------|---------|------------------|

**THEME** Language

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

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

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

**THEME** Language

|         |  |                                |
|---------|--|--------------------------------|
| SUBJECT |  | Vocabulary Acquisition and Use |
|---------|--|--------------------------------|

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