



# WIT & WISDOM<sup>®</sup>

MORE MEANINGFUL ENGLISH

Alaska English/Language  
Arts Standards  
Correlation to *Wit & Wisdom*

**GRADE 6**

March 2020

## ABOUT *WIT & WISDOM*

*Wit & Wisdom*® is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds®, a nonprofit that brings together teachers and experts who believe all students deserve access to rich, rigorous content. With *Wit & Wisdom*, every text a student explores is authentic and of the highest quality. Students use these texts at every turn—to learn, and eventually master, essential reading, writing, speaking, listening, grammar, and vocabulary skills. Instead of basals, students read books they love to build knowledge of important topics and to develop and refine literacy skills. All students read and discuss grade-level texts, and the curriculum includes suggestions for supporting this learning at key moments in the lessons.

*Wit & Wisdom* is composed of four modules per grade level. Each artfully explores a specific topic to develop depth of understanding and inspire curiosity. The core of each module is a selection of literary works, informational texts, and visual art. Modules are made up of approximately 30 lessons that are covered in six to eight weeks. All modules integrate reading, writing, speaking, listening, and language instruction.

## HIGH RATINGS

The independent, nonprofit reviewer EdReports.org gives *Wit & Wisdom* top ratings for text quality, building knowledge, and usability. *Wit & Wisdom* is the only ELA resource to receive a Tier 1 designation for all grades, Kindergarten through Grade 8, from the Louisiana Department of Education.

## PROVEN RESULTS

Schools and districts nationwide are experiencing increased student engagement and growth with *Wit & Wisdom*. See their stories and data at [greatminds.org/english](https://greatminds.org/english).

## ONGOING SUPPORT

To support and sustain successful implementation, *Wit & Wisdom*'s team offers customizable professional development—online or on-site. *Wit & Wisdom* also includes support resources available only from Great Minds:





- Introducing *Wit & Wisdom***
  - Implementation Guide
  - Module 0 (GK–2, G3–5, G6–8)
- Extending *Wit & Wisdom***
  - Family Tip Sheets
  - Volume of Reading text list
  - *Wit & Wisdom* assessment resources (Standards Trackers and Question Sets)
  - The Art of *Wit & Wisdom* (lessons and vocabulary relating to the curriculum's rich artwork)

# Alaska English/Language Arts Standards Correlation to *Wit & Wisdom*

## GRADE 6 ENGLISH/LANGUAGE ARTS

The majority of the Grade 6 Alaska English/Language Arts Standards are fully covered by Grade 6 of the *Wit & Wisdom* curriculum. The areas where the Grade 6 Alaska English/Language Arts standards and Grade 6 of the *Wit & Wisdom* curriculum do not align will require supplemental materials. A detailed analysis of alignment is provided in the table below. With strategic placement of supplemental materials, students can be successful in achieving the proficiencies of the Alaska standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

### KEY

-  *Wit & Wisdom* fully addresses the Alaska standard.
-  *Wit & Wisdom* may not completely address the Alaska standard.
-  *Wit & Wisdom* does not address the Alaska standard.
-  *Wit & Wisdom* addresses the Alaska standard at a different grade level.

G = grade level

Examples:

M = module

G6 M1 L6 = Grade 6 Module 1 Lesson 6

L = lesson

G6 M1 L6DD = Grade 6 Module 1 Lesson 6 Deep Dive

DD = Deep Dive

Content	Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
Reading Standards for Literature	Key Ideas and Details	<p><b>RL.6.1</b></p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>G6 M1 L1–13, L15–16, L18–34</p> <p>G6 M2 L1–25, L27, L29–31, L34–36</p> <p>G6 M3 L1, L1DD, L2–15, L17–21, L24, L26DD, L27, L30–32, L35–38</p> <p>G6 M4 L1, L8, L29, L31–32</p>
		<p><b>RL.6.2</b></p> <p>Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.</p>	<p>G6 M1 L11, L18–21, L23–24, L27–29, L33</p> <p>G6 M2 L5–7, L9, L11, L13, L15, L17–18, L21, L23, L25, L29–30</p> <p>G6 M3 L2–3, L5, L9, L14DD, L18</p>
		<p><b>RL.6.3</b></p> <p>Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances.</p>	<p>G6 M1 L2–5, L7–8, L11–16, L18–32, L34</p> <p>G6 M2 L2–18, L21–25, L29–31, L36</p> <p>G6 M3 L3–4, L6–8, L10, L12–15</p>
	Craft and Structure	<p><b>RL.6.4</b></p> <p>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.</p>	<p>G6 M1 L4, L5DD, L8–14, L14DD, L19–20, L22–23, L26–27</p> <p>G6 M2 L1–8, L10, L10DD, L11, L11DD, L12–14, L16, L16DD, L21–22, L22DD, L23DD, L24DD, L25, L29, L34–35</p> <p>G6 M3 L2DD, L3–5, L7, L7DD, L8–11, L12DD, L14DD</p> <p>G6 M4 L5DD, L9DD</p>

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		<p><b>RL.6.5</b> Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.</p>	<p>G6 M1 L5, L7–8, L13–14, L25, L28 G6 M2 L2–4, L8–18, L29–30, L34, L36 G6 M3 L3, L5, L9, L17</p>
		<p><b>RL.6.6</b> Determine author’s purpose and explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>G6 M2 L24 G6 M3 L8, L10–11, L15, L17, L20</p>
	<p><b>Integration of Knowledge and Ideas</b></p>	<p><b>RL.6.7</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch (e.g., <i>Shiloh</i>).</p>	<p>G6 M2 L21, L23, L25</p>
		<p><b>RL.6.9</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>G6 M1 L6–7, L9–11, L11DD G6 M2 L22, L24</p>

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	<b>Range of Reading and Level of Complexity</b>	<b>RL.6.10</b> By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.	G6 M1–4  <i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
<b>Reading Standards for Informational Text</b>	<b>Key Ideas and Details</b>	<b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	G6 M1 L6–7, L9–10, L17–18, L21, L23  G6 M2 L8, L22, L28  G6 M3 L5, L9, L16–17, L17DD, L19–23, L25–26, L26DD, L27, L27DD, L28–38  G6 M4 L1–2, L2DD, L3, L3DD, L4–16, L16DD, L17–28, L30–32
		<b>RI.6.2</b> Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.	G6 M1 L17–18, L21  G6 M2 L28–29  G6 M3 L16–17, L19, L21–23, L25–29, L33  G6 M4 L2DD, L3–4, L7, L10–13, L15–22, L24–26, L30
		<b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).	G6 M1 L18  G6 M2 L22, L28  G6 M3 L5, L9, L16–17, L17DD, L22, L25–27, L27DD, L28–29, L31, L34  G6 M4 L2, L2DD, L3, L3DD, L4–14, L16–17, L19–20, L24–25

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	<b>Craft and Structure</b>	<p><b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>G6 M1 L1DD, L6, L8, L8DD, L15, L18DD, L25</p> <p>G6 M2 L7DD, L9DD, L23DD, L24DD, L28–29, L32</p> <p>G6 M3 L5, L8–9, L16DD, L22DD, L25DD, L28, L32DD, L33DD</p> <p>G6 M4 L1–2, L2DD, L3–4, L4DD, L5, L5DD, L6–7, L7DD, L8–9, L9DD, L11, L13–14, L15DD, L16, L20–21, L23DD, L24, L25DD, L30, L30DD</p>
		<p><b>RI.6.5</b> 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.</p>	<p>G6 M2 L8</p> <p>G6 M3 L22, L26</p> <p>G6 M4 L2, L7, L15–16, L18, L22, L24, L26</p>
		<p><b>RI.6.6</b> Determine an author’s purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and explain how it is conveyed in the text.</p>	<p>G6 M3 L16, L19, L27–28, L30</p> <p>G6 M4 L6–7, L9–10, L12, L27</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>RI.6.7</b> Integrate information presented in different media (e.g., may include, but not limited to, podcasts) or formats (e.g., visually, quantitatively/data-related) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>G6 M1 L9, L17–18, L21</p> <p>G6 M2 L8</p> <p>G6 M3 L27</p> <p>G6 M4 L2–6, L25, L30–31</p>

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		<p><b>RI.6.8</b></p> <p>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.</p>	G6 M3 L17, L22, L28
		<p><b>RI.6.9</b></p> <p>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).</p>	<p>G6 M1 L6–7, L9–10</p> <p>G6 M3 L21, L27, L27DD, L30–31</p> <p>G6 M4 L17DD</p>
	<p><b>Range of Reading and Level of Text Complexity</b></p>	<p><b>RI.6.10</b></p> <p>By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.</p>	<p>G6 M1–4</p> <p><i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>
<p><b>Writing Standards</b></p>	<p><b>Text Types and Purposes</b></p>	<p><b>W.6.1</b></p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p>	
		<p><b>W.6.1a</b></p> <p>Introduce claim(s) and organize the reasons and evidence clearly.</p>	G6 M3 L6–7, L13, L18, L35
		<p><b>W.6.1b</b></p> <p>Support claim(s) with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	G6 M3 L6–7, L11, L13, L35



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		<p><b>W.6.1c</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	G6 M2 L31
		<p><b>W.6.1d</b> Establish and maintain a formal style.</p>	G6 M3 L37DD
		<p><b>W.6.1e</b> Provide a concluding statement or section that follows from the argument presented.</p>	G6 M3 L18
		<p><b>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.</p>	
		<p><b>W.6.2a</b> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>G6 M1 L3–4, L7, L13, L16, L19, L24–25, L29 G6 M3 L16 G6 M4 L27</p>
		<p><b>W.6.2b</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>G6 M1 L4, L6–7, L10–11, L16, L18–21, L23, L25, L29 G6 M2 L27 G6 M3 L8, L16, L28 G6 M4 L6–7, L12, L21–22, L24–27</p>

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		<p><b>W.6.2c</b> Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p>G6 M1 L2DD, L7DD, L8, L10–11, L12DD, L16, L20–21, L25, L29, L32DD, L34</p> <p>G6 M2 L15DD, L31, L34DD, L35DD</p> <p>G6 M3 L8, L16, L28, L31</p> <p>G6 M4 L6, L12, L22</p>
		<p><b>W.6.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>G6 M1 L23DD, L32DD, L33DD</p> <p>G6 M2 L23DD</p> <p>G6 M3 L8, L28</p>
		<p><b>W.6.2e</b> Establish and maintain a formal style.</p>	<p>G6 M1 L23DD, L24DD, L29, L30DD, L32DD, L33DD</p> <p>G6 M3 L8, L16, L28, L31</p> <p>G6 M4 L6–7, L12, L22, L27</p>
		<p><b>W.6.2f</b> Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>G6 M1 L8, L24–25</p> <p>G6 M4 L22, L27</p>

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		<p><b>W.6.3</b> Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	
		<p><b>W.6.3a</b> 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.</p>	G6 M2 L2–4, L7–8, L20–21, L24, L27, L31–33
		<p><b>W.6.3b</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	G6 M2 L15–16, L19, L21, L27, L31
		<p><b>W.6.3c</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	G6 M1 L2DD G6 M2 L15DD, L27, L31, L34DD G6 M4 L6
		<p><b>W.6.3d</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	G6 M2 L7–8, L23DD, L31
		<p><b>W.6.3e</b> Provide a conclusion that follows from the narrated experiences or events.</p>	G6 M2 L32 G6 M3 L33, L36

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	<b>Production and Distribution of Writing</b>	<p><b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>G6 M1 L5, L10–11, L16, L20, L20DD, L21, L22DD, L23DD, L24DD, L25, L29, L30DD, L31–32, L32DD, L33, L33DD, L34, L34DD</p> <p>G6 M2 L9, L18, L27, L29, L32–34, L34DD, L35–36</p> <p>G6 M3 L8, L15, L19, L31, L33, L36–38</p> <p>G6 M4 L6, L12, L22, L27, L29</p>
		<p><b>W.6.5</b> 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.</p>	<p>G6 M1 L12DD, L21DD, L31–32, L32DD, L33, L33DD, L34, L34DD</p> <p>G6 M2 L21, L24–25, L31, L33–34, L34DD, L35, L35DD</p> <p>G6 M3 L35–37, L37DD, L38</p> <p>G6 M4 L21–22, L26–27, L29, L29DD, L30</p>
		<p><b>W.6.6</b> 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 to create a piece of writing.</p>	<p>G6 M2 L25–26, L29, L34–36</p> <p>G6 M3 L38</p>
	<b>Research to Build and Present Knowledge</b>	<p><b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>G6 M3 L20, L33</p>

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		<p><b>W.6.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>G6 M3 L20, L33 G6 M4 L4–6, L10, L12–13, L19–26</p>
		<p><b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
		<p><b>W.6.9a</b> Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.”).</p>	<p>G6 M1 L4–5, L11, L16, L18–20, L23–25, L27–29 G6 M2 L25, L27, L29 G6 M3 L7–8, L14–15, L31</p>
		<p><b>W.6.9b</b> Apply grade 6 Reading standards to literary nonfiction (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.”).</p>	<p>G6 M2 L27–28 G6 M3 L16, L19, L28, L31, L38 G6 M4 L6–7, L12, L22, L27</p>

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	<b>Range of Writing</b>	<p><b>W.6.10</b> 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.</p>	<p>G6 M1 L1–2, L4–6, L8–9, L11–15, L22–24, L26, L30</p> <p>G6 M2 L1–5, L10–11, L13, L19–26, L28–31</p> <p>G6 M3 L1–6, L8–14, L17–18, L21–27, L29–30, L32–34</p> <p>G6 M4 L1–9, L11–21, L23–26, L28, L30DD, L31–32</p>
<b>Speaking and Listening Standards</b>	<b>Comprehension and Collaboration</b>	<p><b>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.</p>	
		<p><b>SL.6.1a</b> 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.</p>	<p>G6 M1 L6, L9, L12, L14–15, L23, L26</p> <p>G6 M2 L21–22, L25, L28, L36</p> <p>G6 M3 L2, L9–10, L12, L18, L24–26, L32</p> <p>G6 M4 L8–9, L13, L28, L32</p>
		<p><b>SL.6.1b</b> Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed.</p>	<p>G6 M1 L3, L6, L9, L12, L14–15, L23, L26, L28–32, L34</p> <p>G6 M2 L25, L28, L32–35</p> <p>G6 M3 L9, L18, L32</p> <p>G6 M4 L28, L32</p>

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		<p><b>SL.6.1c</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p>G6 M1 L6, L9, L12, L14–15, L17, L23, L29–30 G6 M2 L21–22, L25, L28, L36 G6 M3 L2, L9–10, L12, L18, L24–26, L29–30, L32 G6 M4 L8–9, L13, L28, L32</p>
		<p><b>SL.6.1d</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>G6 M1 L9, L12 G6 M2 L25–26, L30, L36 G6 M3 L9–10, L12, L18, L24, L29–30, L32–33 G6 M4 L8–9, L13, L28, L32</p>
		<p><b>SL.6.2</b> Interpret information presented in diverse media (including but not limited to podcasts) and formats (e.g., visually, quantitatively/ data-related, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>Supplemental material is necessary to address interpreting information from podcasts.  The following lessons address interpreting information presented in diverse media and formats and explaining its contribution to the subject of study.  G6 M1 L2, L6, L9–10, L14, L17–21, L29 G6 M2 L1, L4, L6–8, L10, L19–25, L36 G6 M3 L4–5, L9, L17–18, L21, L23–24, L26–27, L32–33 G6 M4 L1–6, L8–10, L12–13, L17, L25, L30</p>

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		<p><b>SL.6.3</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>G6 M3 L17 G6 M4 L11, L28, L32</p>
	<p><b>Presentation of Knowledge</b></p>	<p><b>SL.6.4</b> 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.</p>	<p>G6 M1 L18, L29 G6 M2 L6, L9, L13, L15, L17–18, L26, L30, L36 G6 M3 L9, L18, L27, L32–33 G6 M4 L13, L28</p>
<p><b>SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>		<p>G6 M2 L23, L25–26, L31, L36 G6 M3 L33</p>	
<p><b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		<p>G6 M1 L14–15, L18–21, L23, L26, L28–29, L32, L34 G6 M2 L5–7, L10–18, L21, L25–26, L30, L32–33, L35–36 G6 M3 L2–3, L9, L18, L23, L32–33 G6 M4 L13, L28, L32</p>	



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Language Standards	Conventions of Standard English	<p><b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
		<p><b>L.6.1a</b> Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	<p>G6 M2 L4DD, L5DD, L13DD, L34DD, L35DD G6 M3 L19, L24DD, L31, L35DD, L36–37, L37DD, L38 G6 M4 L29</p>
		<p><b>L.6.1b</b> Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p>G6 M2 L18DD, L19DD, L20DD, L27, L34DD, L35DD</p>
		<p><b>L.6.1c</b> Recognize and correct inappropriate shifts in pronoun number and person.</p>	<p>G6 M3 L4DD, L5DD, L8, L8DD, L9DD, L10DD, L15, L15DD, L19, L31, L35DD, L36–37, L37DD, L38 G6 M4 L12, L22, L29</p>
		<p><b>L.6.1d</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	<p>G6 M2 L27 G6 M3 L5DD G6 M4 L6DD, L8DD, L11DD, L12, L12DD, L22, L27, L27DD, L29DD</p>
		<p><b>L.6.1e</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<p>G6 M1 L3DD, L23DD, L24DD, L25, L29, L30DD, L32DD, L33, L33DD, L34, L34DD G6 M2 L23DD G6 M3 L9, L18</p>

Content	Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
		<p><b>L.6.2a</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.</p>	G6 M2 L25DD, L27DD, L28DD, L31DD, L32DD, L33DD, L34DD, L35DD
		<p><b>L.6.2b</b> Spell correctly.</p>	G6 M2 L25–27, L32–35 G6 M3 L37DD
	<b>Knowledge of Language</b>	<p><b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
		<p><b>L.6.3a</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p>	G6 M1 L2DD, L7DD, L10–11, L12DD, L16, L20DD, L21, L21DD, L22DD, L25, L29, L33–34, L34DD G6 M2 L32–34 G6 M3 L8, L15, L17DD, L18DD, L19, L19DD, L27DD, L28DD, L31, L31DD, L36, L36DD, L37, L37DD, L38 G6 M4 L7, L22, L29
		<p><b>L.6.3b</b> Maintain consistency in style and tone.</p>	G6 M1 L23DD, L24DD, L25, L29, L30DD, L32DD, L33, L33DD, L34, L34DD G6 M2 L34, L34DD G6 M4 L17DD, L19DD, L20DD, L22, L22DD, L27, L27DD, L29DD

Content	Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
	<b>Vocabulary Acquisition and Use</b>	<p><b>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.</p> <p><b>L.6.4a</b> Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.</p>	<p>Supplemental material is necessary to address using language structure as a clue to the meaning of a word or phrase.</p> <p>The following lessons address using context and word structure as clues to the meaning of words and phrases.</p> <p>G6 M1 L1DD, L5, L5DD, L6, L6DD, L8, L8DD, L11, L15, L15DD, L16DD, L18DD, L20, L25, L25DD, L26DD, L27, L27DD</p> <p>G6 M2 L2, L2DD, L3DD, L5, L6DD, L7, L7DD, L8DD, L9DD, L10, L11DD, L14DD, L16DD, L24DD, L25, L28–29, L32</p> <p>G6 M3 L1DD, L2DD, L3, L3DD, L5, L6DD, L7, L9, L11DD, L13DD, L14DD, L16, L16DD, L22DD, L25DD, L28, L29DD, L32DD, L33DD</p> <p>G6 M4 L1, L2DD, L3, L3DD, L4–6, L7DD, L8–9, L9DD, L10DD, L11, L13, L13DD, L15DD, L16, L20, L21DD, L23DD, L24, L25DD, L28DD, L30DD</p>

Content	Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>L.6.4b</b></p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p>	<p>G6 M1 L15DD, L16DD, L18DD, L25DD</p> <p>G6 M2 L2, L2DD, L3DD, L6DD, L7DD, L8DD, L9DD, L24DD</p> <p>G6 M3 L2DD, L6DD, L11DD, L13DD, L16DD, L29DD, L32DD, L33DD</p> <p>G6 M4 L3, L3DD, L10DD, L13DD, L21DD, L28DD</p>
		<p><b>L.6.4c</b></p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses, and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>G6 M1 L15DD, L16DD, L18DD</p> <p>G6 M3 L7DD, L12DD, L13DD, L33</p> <p>G6 M4 L4DD, L9DD, L14, L16DD, L21DD, L24DD, L25DD, L26DD</p>
		<p><b>L.6.4d</b></p> <p>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).</p>	<p>G6 M1 L1DD, L15DD, L16DD</p> <p>G6 M2 L14DD, L24DD, L28–29, L32</p> <p>G6 M3 L1DD, L2DD, L3, L3DD, L5, L6DD, L7, L7DD, L9, L12DD, L13DD, L14DD, L16DD, L22DD, L25DD, L32DD, L33, L33DD</p> <p>G6 M4 L2DD, L4–6, L7DD, L8–9, L9DD, L11, L13, L15DD, L18, L18DD, L21DD</p>
		<p><b>L.6.5</b></p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	

Content	Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>L.6.5a</b> Interpret the intent or meaning of figures of speech (e.g., personification, metaphors, alliteration) as used in context.</p>	<p>G6 M1 L8–9, L11, L14DD, L19, L19DD, L20, L26, L26DD, L27, L27DD</p> <p>G6 M2 L22DD, L23DD</p> <p>G6 M3 L4, L9–11</p> <p>G6 M4 L4, L21</p>
		<p><b>L.6.5b</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p>G6 M1 L18DD</p> <p>G6 M2 L1DD, L11DD, L12DD, L16DD</p> <p>G6 M3 L14DD, L16, L21DD, L22DD, L26DD, L33</p> <p>G6 M4 L15DD, L18, L18DD, L26DD</p>
		<p><b>L.6.5c</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>G6 M1 L1DD</p> <p>G6 M2 L10DD, L14DD, L23DD, L24DD</p> <p>G6 M3 L8, L16</p> <p>G6 M4 L1, L4DD, L5DD</p>
		<p><b>L.6.6</b> Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>G6 M1–4</p> <p><i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>