



# WIT & WISDOM<sup>®</sup>

MORE MEANINGFUL ENGLISH

Massachusetts Curriculum  
Framework for English  
Language Arts and Literacy  
Correlation to *Wit & Wisdom*

## GRADE 6

November 2018

## ABOUT *WIT & WISDOM*

*Wit & Wisdom*<sup>®</sup> is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds<sup>®</sup>, an organization 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](http://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***
  - Core text list
  - Implementation Guide
  - Module 0 (GK–2, G3–5, G6–8)
- Extending *Wit & Wisdom***
  - Parent 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)

# Massachusetts Curriculum Framework for English Language Arts and Literacy Correlation to *Wit & Wisdom*

## GRADE 6 ENGLISH LANGUAGE ARTS

The majority of the Grade 6 Massachusetts Curriculum Framework for English Language Arts and Literacy are fully covered by Grade 6 of the *Wit & Wisdom* curriculum. The areas where the Grade 6 Massachusetts standards and Grade 6 of the *Wit & Wisdom* curriculum do not align will require supplemental materials and use of *Wit & Wisdom* content from other grade levels. 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 Massachusetts standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

## KEY

-  *Wit & Wisdom* fully addresses the Massachusetts standard.
-  *Wit & Wisdom* may not completely address the Massachusetts standard.
-  *Wit & Wisdom* does not address the Massachusetts standard.
-  *Wit & Wisdom* addresses the Massachusetts 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



Strand	Sub-Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
Reading Standards for Literature	Key Ideas and Details	<p><b>RL.6.1</b> Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.</p>	<p>G6 M1 L1, L11, L18–21, L23–24, L27–30 G6 M2 L11, L17, L20–24 G6 M3 L1, L1DD, L2–15, L20, L26DD</p>
		<p><b>RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.</p>	<p>G6 M1 L11, L18–21, L23–24, L27–29, L33 G6 M2 L5–7, L9, L11, L13, L15, L17–18, L21, L23, L25, L29–30 G6 M3 L2–3, L5, L9, L14DD, L18</p>
		<p><b>RL.6.3</b> Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>G6 M1 L2–4, L8, L11–13, L15–16, L22, L25, L27–31 G6 M2 L3–4, L10–12, L16, L18 G6 M3 L3–4, L7, L10, L12–15</p>
	Craft and Structure	<p><b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author’s attitude toward subject or audience), or mood (i.e., emotional atmosphere).</p>	<p>G6 M1 L4, L5DD, L10, L12–14, L14DD, L19–20, L22–23, L26–27 G6 M2 L1–3, L5–8, L10, L10DD, L11, L11DD, L12, L16, L16DD, L21–22, L22DD, L23DD, L24DD G6 M3 L2DD, L3, L7DD, L8, L11, L12DD, L14DD G6 M4 L5DD, L9DD</p>
		<p><b>RL.6.5</b> 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.</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>

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>RL.6.6</b> 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, 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 that of listening to or viewing the same text.</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>
	<p><b>Range of Reading and Level of Text Complexity</b></p>	<p><b>RL.6.10</b> Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.</p>	<p>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.</p>
<p><b>Reading Standards for Informational Text</b></p>	<p><b>Key Ideas and Details</b></p>	<p><b>RI.6.1</b> Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.</p>	<p>G6 M1 L18, L21, L23 G6 M2 L22 G6 M3 L5, L9, L16–17, L17DD, L19, L22, L25–26, L26DD, L27, L27DD, L28–31, L34 G6 M4 L1–2, L2DD, L3, L3DD, L4, L8–12, L14, L16DD, L17, L19–28, L30–32</p>
		<p><b>RI.6.2</b> Determine a text’s central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.</p>	<p>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</p>

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>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</p>
	<p><b>Craft and Structure</b></p>	<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; explain how word choice affects meaning and tone.</p>	<p>G6 M1 L12–13, L22–23 G6 M2 L8, L16, L22, L22DD, L23DD, L24DD G6 M3 L8, L19, L21DD, L22DD G6 M4 L1–4, L4DD, L5, L5DD, L7, L9, L9DD, L14, L17DD, L20, L23DD, L24DD, L26DD</p>
<p><b>RI.6.5</b> Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.</p>		<p>G6 M2 L8 G6 M4 L15, L22, L24, L26</p>	
<p><b>RI.6.6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>		<p>G6 M3 L16, L19, L27–28, L30 G6 M4 L6–7, L9–10, L12, L27</p>	
	<p><b>Integration of Knowledge and Ideas</b></p>	<p><b>RI.6.7</b> Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>G6 M1 L9, L17–18, L21 G6 M2 L8 G6 M3 L27 G6 M4 L2–6, L25, L30–31</p>

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		<p><b>RI.6.8</b> 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> 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>	G6 M1 L6–7, L9–10 G6 M3 L21, L27, L27DD, L30–31 G6 M4 L17DD
	<p><b>Range of Reading and Level of Text Complexity</b></p>	<p><b>RI.6.10</b> Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.</p>	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>Writing Standards</b>	<b>Text Types and Purposes</b>	<p><b>W.6.1</b> Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</p>	
		<p><b>W.6.1a</b> Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.</p>	G6 M3 L6–7, L13, L18, L35
		<p><b>W.6.1b</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	G6 M3 L6–7, L11, L13, L35
		<p><b>W.6.1c</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	G6 M2 L31

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		<p><b>W.6.1d</b> Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).</p>	G6 M2 L34
		<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 (e.g., essays, oral reports, biographical feature articles) 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 in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (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</p> <p>G6 M3 L16</p> <p>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</p> <p>G6 M2 L27</p> <p>G6 M3 L8, L16, L28</p> <p>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 G6 M2 L15DD, L31, L34DD, L35DD G6 M3 L8, L16, L28, L31 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 G6 M2 L23DD G6 M3 L8, L28</p>
		<p><b>W.6.2e</b> Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).</p>	<p>G6 M1 L23DD, L24DD, L32DD G6 M4 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 G6 M4 L22, L27</p>
		<p><b>W.6.3</b> Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured 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 appropriate narrative sequence.</p>	<p>G6 M2 L4, L7–8, L21, L27, L31</p>
		<p><b>W.6.3b</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>G6 M2 L15–16, L19, L21, L27, L31</p>

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		<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>	<p>G6 M1 L2DD G6 M2 L15DD, L27, L31, L34DD G6 M4 L6</p>
		<p><b>W.6.3d</b> Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.</p>	<p>G6 M2 L7–8, L16, L23DD, L31</p>
		<p><b>W.6.3e</b> Provide a conclusion that follows from the narrated experiences or events.</p>	<p>G6 M2 L32 G6 M3 L33, L36</p>
	<p><b>Production and Distribution of Writing</b></p>	<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 G6 M2 L9, L18, L27, L29, L32–34, L34DD, L35–36 G6 M3 L8, L15, L19, L31, L33, L36–38 G6 M4 L6, L12, L22, L27, L29</p>
		<p><b>W.6.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	
		<p><b>W.6.5a</b> Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).</p>	<p>G6 M1 L32DD, L34, L34DD G6 M2 L25DD G6 M3 L15DD, L35DD, L37DD G6 M4 L29–30</p>

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		<p><b>W.6.5b</b> Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).</p>	<p>G6 M2 L31 G6 M3 L15 G6 M4 L30</p>
		<p><b>W.6.6</b> Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>Supplemental material is necessary to address using web-based communication platforms to interact and collaborate. The following lessons address using technology to produce and publish writing and to interact and collaborate with others.</p> <p>G6 M2 L25–26, L29, L34–36 G6 M3 L38</p>
	<p><b>Research to Build and Present Knowledge</b></p>	<p><b>W.6.7</b> Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>G6 M3 L20, L33 G6 M4 L9–10, L20–21, L23–26, L29</p>
<p><b>W.6.8</b> When conducting research, 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 written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.</p>		<p>G6 M1 L4, L21 G6 M2 L27 G6 M3 L7–8, L15, L19, L31 G6 M4 L6, L12, L22, L27</p>	

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

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		<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 and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>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>
		<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 and Ideas</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 vocabulary, eye contact, volume, and 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 and visual displays in presentations to clarify information.</p>	<p>G6 M2 L23, L25–26, L31, L36 G6 M3 L33</p>



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		<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</p> <p>G6 M2 L5–7, L10–18, L21, L25–26, L30, L32–33, L35–36</p> <p>G6 M3 L2–3, L9, L18, L23, L32–33</p> <p>G6 M4 L13, L28, L32</p>
<p><b>Language Standards</b></p>	<p><b>Conventions of Standard English</b></p>	<p><b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</p>	
		<p><b>Sentence Structure, Variety, and Meaning</b></p>	
		<p><b>L.6.1a</b> Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.</p>	<p>G6 M1 L20DD, L21DD, L34DD</p> <p>G6 M3 L8, L15, L28DD, L31, L31DD, L36DD, L37DD</p> <p>G6 M4 L22, L29</p>
		<p><b>L.6.1b</b> Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.</p>	<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 7.</p> <p>G7 M3 L16–17, L21, L30, L33</p>
<p><b>L.6.1c</b> Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 7.</p> <p>G7 M2 L16DD, L20, L21DD, L30DD</p>		

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		<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>	<p>G6 M2 L25DD, L27DD, L28DD, L31DD, L32DD, L33DD, L34DD, L35DD</p>
		<p><b>L.6.2b</b> Spell correctly, recognizing that some words have commonly accepted variations (e.g., <i>donut/doughnut</i>).</p>	<p>Supplemental material is necessary to address recognizing commonly accepted variations in spelling. The following lessons address spelling correctly.</p> <p>G6 M2 L25–27, L32–35</p> <p>G6 M3 L37DD</p>
	<p><b>Knowledge of Language</b></p>	<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> Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.</p>	<p>G6 M1 L20DD, L21DD, L23DD, L24DD, L34</p> <p>G6 M2 L34, L34DD</p> <p>G6 M3 L8, L28DD, L31, L31DD, L36DD, L37DD</p> <p>G6 M4 L19DD, L20DD, L22, L22DD, L27, L27DD, L29, L29DD</p>
		<p><b>L.6.3b</b> Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.</p>	<p>G6 M1 L3DD, L34DD</p>

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
	<b>Vocabulary Acquisition and Use</b>	<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.	
<b>L.6.4a</b> 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.		G6 M1 L1DD, L5, L5DD, L6, L6DD, L8, L8DD, L11, L15, L15DD, L16DD, L18DD, L20, L25, L25DD, L26DD, L27, L27DD  G6 M2 L3DD, L5, L6DD, L7, L7DD, L8DD, L9DD, L10, L11DD, L14DD, L16DD, L24DD, L25, L28–29, L32  G6 M3 L1DD, L3, L3DD, L5, L6DD, L7, L9, L13DD, L14DD, L16, L16DD, L22DD, L25DD, L28, L32DD, L33DD  G6 M4 L1, L2DD, L3–6, L7DD, L8–9, L9DD, L11, L13, L15DD, L16, L20, L23DD, L24, L25DD, L28DD, L30DD	
<b>L.6.4b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i> ).		G6 M1 L15DD, L16DD, L18DD, L25DD  G6 M2 L2, L2DD, L3DD, L6DD, L7DD, L8DD, L9DD, L24DD  G6 M3 L2DD, L6DD, L11DD, L13DD, L16DD, L29DD, L32DD, L33DD  G6 M4 L3, L3DD, L10DD, L13DD, L21DD, L28DD	
<b>L.6.4c</b> 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.		G6 M1 L15DD, L16DD, L18DD  G6 M3 L7DD, L12DD, L13DD, L33  G6 M4 L4DD, L9DD, L14, L16DD, L21DD, L24DD, L25DD, L26DD	

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>L.6.4d</b> 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> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
		<p><b>L.6.5a</b> Interpret figures of speech (e.g., personification) 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>

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>L.6.6</b>            Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.</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>