



# WIT & WISDOM<sup>®</sup>

MORE MEANINGFUL ENGLISH

Missouri Learning  
Standards: English  
Language Arts Correlation  
to *Wit & Wisdom*

**GRADE 6**

June 2019

## ABOUT *WIT & WISDOM*

*Wit & Wisdom*® is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds®, 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](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*

- Core text list
- Implementation Guide
- Module o (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)

# Missouri Learning Standards: English Language Arts Correlation to *Wit & Wisdom*

## GRADE 6 ENGLISH LANGUAGE ARTS

The majority of the Grade 6 Missouri Learning Standards: English Language Arts are fully covered by the Grade 6 *Wit & Wisdom* curriculum. The areas where the Grade 6 Missouri 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 Missouri standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

### KEY

G = grade level

M = module

L = lesson

DD = Deep Dive

Examples:

G6 M1 L6 = Grade 6 Module 1 Lesson 6

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

| <b>Strand: Reading Literary Texts</b>                                 |                            |   |   |  |
|---|----------------------------|---|---|--|
| <b>Big Idea</b>   | <b>Concept</b>             | <b>Expectation</b>  | <b>Aligned Components of <i>Wit &amp; Wisdom</i></b>  |  |
| <b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b> | <b>Evidence/ Inference</b> | <b>6.RL.1.A</b><br>Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.        | G6 M1 L1, L11, L18–21, L23–24, L30<br><br>G6 M2 L11, L17, L20–24<br><br>G6 M3 L1, L1DD, L2–7, L9–15, L20, L26DD   |  |
|   | <b>Word Meanings</b>       | <b>6.RL.1.B</b><br>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. | G6 M1 L1DD, L5, L5DD, L6, L6DD, L8, L8DD, L11, L15, L15DD, L16DD, L18DD, L25, L25DD, L26DD, L27, L27DD<br><br>G6 M2 L3DD, L5, L6DD, L7, L7DD, L8DD, L9DD, L10, L10DD, L11DD, L14DD, L16DD, L23DD, L24DD, L32<br><br>G6 M3 L1DD, L3, L3DD, L4–5, L6DD, L7–10, L13DD, L14DD, L16DD, L33DD<br><br>G6 M4 L5DD, L7DD, L9DD |  |
|   | <b>Text Features</b>       | <b>6.RL.1.C</b><br>Interpret visual elements of a text and draw conclusions from them (when applicable).  | G6 M2 L6–7, L10, L19  |  |
|   | <b>Summarize/ Theme</b>    | <b>6.RL.1.D</b><br>Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.   | G6 M1 L18, L21, L28<br><br>G6 M2 L5, L9, L11, L13, L17, L21, L23<br><br>G6 M3 L3, L5, L14DD   |  |



| Strand: Reading Literary Texts  |                                |   |  |   |
|---|--------------------------------|---|--|---|
| Big Idea  | Concept                        | Expectation   |  | Aligned Components of <i>Wit &amp; Wisdom</i>   |
| <b>Analyze Craft and Structure (Approaching Texts as a Writer)</b>              | <b>Structure</b>               | <b>6.RL.2.A</b><br>Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.  |  | G6 M1 L27–28<br><br>G6 M2 L4, L6, L8, L10, L18  |
|   | <b>Point of View</b>           | <b>6.RL.2.B</b><br>Explain how an author develops the point of view of the narrator or speaker in a text.   |  | G6 M2 L24<br><br>G6 M3 L8, L10  |
|   | <b>Craft and Meaning</b>       | <b>6.RL.2.C</b><br>Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.   |  | G6 M1 L4, L7–9, L12–14, L14DD, L19, L19DD, L20, L22–23, L26–27<br><br>G6 M2 L5–8, L10–11, L11DD, L12, L16, L16DD, L21–22, L23DD<br><br>G6 M3 L2DD, L7DD, L8, L11, L12DD<br><br>G6 M4 L5DD, L9DD |
|   | <b>Interaction and Meaning</b> | <b>6.RL.2.D</b><br>Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.   |  | G6 M1 L2–5, L7–9, L11–14, L18–22, L24–31<br><br>G6 M2 L2–18<br><br>G6 M3 L3, L14  |
| <b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b> | <b>Text in Forms</b>           | <b>6.RL.3.A</b><br>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 same text, noting how a performance impacts personal interpretation. |  | G6 M2 L21, L23, L25   |
|   | <b>Relationships in Texts</b>  | <b>6.RL.3.B</b><br>Compare and contrast texts in different genres that address similar themes or topics.  |  | G6 M1 L11, L11DD  |

| Strand: Reading Literary Texts  |                            |  |   |
|---|----------------------------|--|---|
| Big Idea  | Concept                    | Expectation  | Aligned Components of <i>Wit &amp; Wisdom</i>   |
|   | <b>Historical Context</b>  | <b>6.RL.3.C</b><br>Explain how plot and conflict reflect historical and/or cultural contexts.  | G6 M1 L5, L9<br>G6 M3 L2  |
|   | <b>Comprehension</b>       | <b>6.RL.3.D</b><br>Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.   | G6 M1–4<br><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.   |
| Strand: Reading Informational Texts                                   |                            |  |   |
| Big Idea  | Concept                    | Expectation  | Aligned Components of <i>Wit &amp; Wisdom</i>   |
| <b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b> | <b>Evidence/ Inference</b> | <b>6.RI.1.A</b><br>Draw conclusions, infer and, analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                           | G6 M1 L18, L21, L23–24<br>G6 M2 L22<br>G6 M3 L5, L9, L16–17, L17DD, L19, L22, L25–26, L26DD, L27, L27DD, L28–29, L29DD, L30–31, L34<br>G6 M4 L1–2, L2DD, L3, L3DD, L4, L8–12, L14, L16DD, L17, L19–28, L30–32   |
|   | <b>Word Meanings</b>       | <b>6.RI.1.B</b><br>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials. | G6 M1 L1DD, L6, L8, L8DD, L15, L18DD, L25DD<br>G6 M2 L9DD, L23DD, L24DD, L28–29, L32<br>G6 M3 L5, L8–9, L16DD, L22DD, L25DD, L32DD, L33DD<br>G6 M4 L1, L2DD, L4, L4DD, L5, L5DD, L6, L7DD, L8–9, L9DD, L11, L13, L13DD, L15DD, L16DD, L18DD, L20–21, L23DD, L24, L25DD, L30DD |

| Strand: Reading Informational Texts                                |                          |  |   |   |
|--|--------------------------|--|---|---|
| Big Idea   | Concept                  | Expectation  | Aligned Components of <i>Wit &amp; Wisdom</i> |   |
|  | <b>Text Features</b>     | <b>6.RI.1.C</b><br>Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).          |   | G6 M3 L26–27<br>G6 M4 L1, L3, L17, L25  |
|  | <b>Summarize/Claim</b>   | <b>6.RI.1.D</b><br>Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.                                |   | G6 M1 L18, L21, L23<br>G6 M2 L28–29<br>G6 M3 L16–17, L21, L25–29<br>G6 M4 L2DD, L3–4, L7, L10–11, L15–16, L18–22, L24–26, L30   |
| <b>Analyze Craft and Structure (Approaching Texts as a Writer)</b> | <b>Structure</b>         | <b>6.RI.2.A</b><br>Analyze how a particular sentence, paragraph, section, or image contributes to meaning.   |   | G6 M2 L8<br>G6 M3 L26, L27<br>G6 M4 L1, L3, L15, L22, L24, L26  |
|  | <b>Point of View</b>     | <b>6.RI.2.B</b><br>Explain how an author’s point of view or purpose is conveyed in a text.   |   | G6 M3 L16, L19<br>G6 M4 L6–7, L9, L27   |
|  | <b>Craft and Meaning</b> | <b>6.RI.2.C</b><br>Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning.         |   | G6 M1 L7–9, L12–13, L22–23<br>G6 M2 L8, L10DD, L16, L22, L22DD, L23DD<br>G6 M3 L19, L21DD, L22DD<br>G6 M4 L1–4, L4DD, L5, L5DD, L7, L9, L9DD, L14, L20, L23DD, L24DD, L26DD |
|  | <b>Argument/Evidence</b> | <b>6.RI.2.D</b><br>Identify an author’s argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not. |   | G6 M3 L17, L22, L28   |

| Strand: Reading Informational Texts                                      |                      |   |   |   |
|--|----------------------|---|---|---|
| Big Idea   | Concept              | Expectation   | Aligned Components of <i>Wit &amp; Wisdom</i> |   |
| Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) | Texts/Forms          | <b>6.RI.3.A</b><br>Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.   |   | <i>Wit &amp; Wisdom</i> addresses this standard in Grade 7.<br><br>G7 M3 L7–10  |
|  | Relationships/ Texts | <b>6.RI.3.B</b><br>Compare and contrast one author’s presentation of events with that of another.   |   | G6 M3 L21, L27, L27DD, L30–31<br><br>G6 M4 L17DD  |
|  | Historical Context   | <b>6.RI.3.C</b><br>Explain how the text reflects historical and/or cultural contexts.   |   | G6 M1 L10<br><br>G6 M2 L2   |
|  | Comprehension        | <b>6.RI.3.D</b><br>Read and comprehend informational text independently and proficiently.   |   | G6 M1–4<br><br><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. |
| Strand: Writing  |                      |   |   |   |
| Big Idea   | Concept              | Expectation   | Aligned Components of <i>Wit &amp; Wisdom</i> |   |
| Approaching the Task as a Researcher                                     | Research             | <b>6.W.1.A</b><br>Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.  |   | G6 M4 L20–25  |
|  |                      | <b>6.W.1.A</b><br>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. |   | G6 M4 L5–6, L12–13, L19–26  |



| Strand: Writing                  |                 |   |  |
|----------------------------------|-----------------|---|--|
| Big Idea                         | Concept         | Expectation   | Aligned Components of <i>Wit &amp; Wisdom</i>  |
| Approaching the Task as a Writer | Development     | <b>6.W.2.A</b><br>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. |  |
|                                  |                 | <b>a.</b> Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.   | G6 M2 L4, L7–8, L15–16, L19, L21, L27, L31   |
|                                  |                 | <b>b.</b> Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.  | G6 M1 L7, L18, L23, L25, L33<br>G6 M2 L27<br>G6 M4 L21–22, L24–27                                |
|                                  |                 | <b>c.</b> Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.  | G6 M3 L6–7, L11, L13, L18, L35   |
| Approaching the Task as a Reader | Revise and Edit | <b>6.W.3.A</b><br>Review, revise, and edit writing with consideration for the task, purpose, and audience.  |  |
|                                  |                 | <b>a.</b> Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.   | G6 M1 L2, L24, L31<br>G6 M3 L37<br>G6 M4 L22, L27, L29–30  |
|                                  |                 | <b>b.</b> Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.   | G6 M1 L23DD, L24DD, L32DD, L33DD, L34, L34DD<br>G6 M2 L7, L23DD, L34, L34DD<br>G6 M4 L27, L29–30 |

| Strand: Writing                |               |   |  |  |
|--------------------------------|---------------|---|--|--|
| Big Idea                       | Concept       | Expectation   |  | Aligned Components of Wit & Wisdom   |
|                                |               | <b>c.</b> Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.  |  | G6 M1 L32DD, L34, L34DD<br><br>G6 M2 L25DD<br><br>G6 M4 L29  |
|                                |               | <b>d.</b> Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.   |  | G6 M1 L12DD, L32DD, L34<br><br>G6 M2 L15DD, L31, L34DD<br><br>G6 M3 L8, L15, L31<br><br>G6 M4 L6, L12, L22 |
|                                |               | <b>e.</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.  |  | G6 M2 L25–26, L29, L34–36<br><br>G6 M3 L38   |
| Strand: Speaking and Listening |               |   |  |  |
| Big Idea                       | Concept       | Expectation   |  | Aligned Components of Wit & Wisdom   |
| Collaborating                  | Conversations | <b>6.SL.1.A</b><br>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.   |  | G6 M1 L6, L9, L12, L14–15, L23, L28–30<br><br>G6 M2 L25<br><br>G6 M3 L9, L18, L32<br><br>G6 M4 L28, L32    |
|                                | Questioning   | <b>6.SL.1.B</b><br>Delineate a speaker’s argument and claims in order to 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, L15, L29<br><br>G6 M3 L17–18, L32<br><br>G6 M4 L28, L32  |

| <b>Strand: Speaking and Listening</b> |                             |  |  |   |
|---------------------------------------|-----------------------------|--|--|---|
| <b>Big Idea</b>                       | <b>Concept</b>              | <b>Expectation</b>   | <b>Aligned Components of <i>Wit &amp; Wisdom</i></b> |   |
|                                       | <b>Viewpoints of Others</b> | <b>6.SL.1.C</b><br>Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |  | G6 M3 L33<br><br>G6 M4 L28, L32   |
| <b>Presenting</b>                     | <b>Verbal Delivery</b>      | <b>6.SL.2.A</b><br>Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.                 |  | G6 M2 L30   |
|                                       | <b>Nonverbal</b>            | <b>6.SL.2.B</b><br>Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.                         |  | Supplemental material is necessary to address body position and using gestures. The following lessons address making eye contact with listeners.<br><br>G6 M2 L27, L30<br><br>G6 M3 L33 |
|                                       | <b>Multimedia</b>           | <b>6.SL.2.C</b><br>Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.          |  | G6 M2 L26   |