



**WIT &  
WISDOM<sup>®</sup>**

OREGON

MORE MEANINGFUL ENGLISH

Oregon English Language  
Arts and Literacy Standards  
Correlation to *Wit & Wisdom*

**GRADE 6**

June 2021

## ***Wit & Wisdom*® Oregon correlation to *Oregon English Language Arts and Literacy Standards***

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*Wit & Wisdom*® Oregon is a comprehensive Kindergarten through Grade 8 English language arts (ELA) curriculum. *Wit & Wisdom* was created by Great Minds® by bringing together teachers and experts who believe all students deserve access to rich, rigorous content alongside systematic, scientifically based reading instruction.

At the heart of each *Wit & Wisdom* module is a selection of literary works, informational texts, and visual art. 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, communication, and vocabulary skills. Each module focuses on an engaging, content-focused topic. The purposeful sequence of topics within and across grade levels builds students’ content knowledge in literature, the arts, social sciences and history, and science. A shared knowledge base empowers all students to comprehend complex texts.

Powerful questions guide students’ learning across the 30–38 lessons in each module. In Grade 6, students engage with the following module topics and Essential Questions:

#### **Module 1: *Resilience in the Great Depression***

- Essential Question: How can enduring tremendous hardship contribute to personal transformation?

#### **Module 2: *A Hero’s Journey***

- Essential Question: What is the significance and power of the hero’s journey?

#### **Module 3: *Narrating the Unknown***

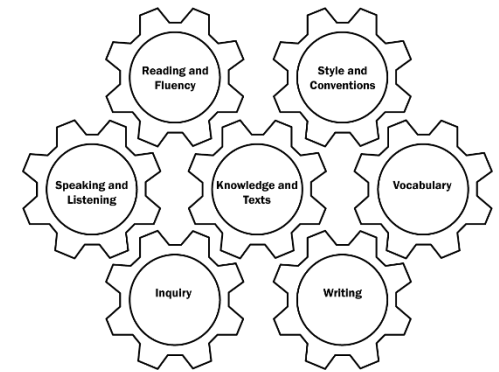
- Essential Question: How did the social and environmental factors in the unknown world of Jamestown shape its development and decline?

#### **Module 4: *Courage in Crisis***

- Essential Question: How can the challenges of a hostile environment inspire heroism?

Using predictable yet flexible Content Stages with their associated Content Framing Questions, for close reading, *Wit & Wisdom* students build transferable skills to comprehend texts across the content areas. Explicit, text-based writing and speaking and listening instruction follows a sequence of Craft Stages that gradually leads students to mastery in writing and presenting.

Great Minds supports all students in learning by achieving the essential balance of accountability to standards through meaningful, relevant content. Each module lesson integrates reading, writing, speaking and listening, and vocabulary instruction and includes an aligned conventions or vocabulary Deep Dive (DD).



## GRADE 6 ENGLISH LANGUAGE ARTS

The following alignment study provides illustrative examples of how *Wit & Wisdom* Oregon addresses Oregon’s English Language Arts and Literacy Standards. The aligned examples included are not comprehensive (the full curriculum contains many more examples), but rather show where the knowledge and skills of each standard and substandard are taught, learned, or demonstrated. Because the instruction of standards in *Wit & Wisdom* Oregon is integrated and not isolated, the same lesson may be listed as an exemplar for more than one standard. Sometimes a full lesson illustrates alignment; other times we call out lesson sections or a Deep Dive. Some individual examples may address components of the standard’s knowledge or skills, with the complete set of examples providing full coverage of the standard.

*Wit & Wisdom* Oregon provides students with the proficiencies necessary to meet the Oregon English Language Arts and Literacy Standards while benefiting from the access to rich texts and knowledge building. With *Wit & Wisdom* Oregon, students build the knowledge, vocabulary, foundational literacy, and critical thinking skills they need for success in secondary and post-secondary education, career, and civic life.

## 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—virtually or on-site. *Wit & Wisdom* also includes the following free support resources available only from Great Minds:

### Introducing *Wit & Wisdom*

- Implementation Guide
- Module Zero (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)

*Wit & Wisdom's* rigorous and joyful text-based approach to reading instruction creates skilled readers who love to read. Through inquiry-based engagement, students build their comprehension and deepen their analysis of texts. *Wit & Wisdom* reading lessons are precisely and deliberately crafted to ensure rigor, lead to authentic work arising from the texts, and create coherence across a module; require that learners do the cognitive work; are structured within and across lessons to guide purposeful engagement during each Content Stage of a text; and are sequenced across the module to cultivate content connections and skill development among multiple texts. Each lesson begins and ends with a Content Framing Question that provides an umbrella for the text-dependent tasks and text-dependent questions (TDQs) in the lesson. Framing each lesson with familiar questions helps students build the habits of mind they need to become independent close readers. The discussions, text-dependent tasks, and TDQs within each Content Stage serve a distinct purpose, illuminating key close reading habits:

- **Wonder:** Students generate their own observations and questions, forming an initial impression of the text.
- **Organize:** Readers get the gist of the text by sorting out characters, settings, and plot for literary texts; or speaker, audience, main ideas, and purpose for informational texts. TDQs and tasks in this stage focus on specific and challenging areas (e.g., domain-specific vocabulary, syntax, and background information) that are crucial to understanding the text and set the stage for deeper interpretation and analysis.
- **Reveal:** Readers focus intently on different and unique aspects of the text, such as language choice, literary devices, or structure, and analyze how each element affects meaning.
- **Distill:** Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes.
- **Know:** Students articulate how a text builds their knowledge and expand their knowledge by connecting the text to other texts and topics of study.

**Modules 1–4:** Module Overview: Texts

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
Reading Literature	Key Ideas and Details	6.RL.1 Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.	<b>Module 1:</b> Lessons 1–13, 15–16, 18–34 <b>Module 2:</b> Lessons 1–25, 27, 29–31, 34–36 <b>Module 3:</b> Lessons 1, 1DD, 2–15, 17–21, 24, 26DD, 27, 30–32, 35–38 <b>Module 4:</b> Lessons 1, 8, 29, 31–32

		<p>6.RL.2 Determine a theme or 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.</p>	<p><b>Module 1:</b> Lessons 11, 18–21, 23–24, 27–29, 33  <b>Module 2:</b> Lessons 5–7, 9, 11, 13, 15, 17–18, 21, 23, 25, 29–30  <b>Module 3:</b> Lessons 2–3, 5, 9, 14DD, 18</p>
		<p>6.RL.3 Describe how a particular literary 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.</p>	<p><b>Module 1:</b> Lessons 2–5, 7–8, 11–16, 18–32, 34  <b>Module 2:</b> Lessons 2–18, 21–25, 29–31, 36  <b>Module 3:</b> Lessons 3–4, 6–8, 10, 12–15</p>
	<b>Craft and Structure</b>	<p>6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><b>Module 1:</b> Lessons 4, 5DD, 8–14, 14DD, 19–20, 22–23, 26–27  <b>Module 2:</b> Lessons 1–8, 10, 10DD, 11, 11DD, 12–14, 16, 16DD, 21–22, 22DD, 23DD, 24DD, 25, 29, 34–35  <b>Module 3:</b> Lessons 2DD, 3–5, 7, 7DD, 8–11, 12DD, 14DD  <b>Module 4:</b> Lessons 5DD, 9DD</p>
		<p>6.RL.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.</p>	<p><b>Module 1:</b> Lessons 5, 7–8, 13–14, 25, 28  <b>Module 2:</b> Lessons 2–4, 8–18, 29–30, 34, 36  <b>Module 3:</b> Lessons 3, 5, 9, 17</p>
		<p>6.RL.6 Explain how an author develops the point of view or perspective of the narrator or speaker in a text.</p>	<p><b>Module 2:</b> Lesson 24  <b>Module 3:</b> Lessons 8, 10–11, 15, 20</p>

	<b>Integration of Knowledge and Ideas</b>	6.RL.7 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.	<b>Module 2:</b> Lessons 21, 23, 25
		6.RL.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	<b>Module 1:</b> Lessons 6–7, 9–11, 11DD <b>Module 2:</b> Lessons 22, 24
	<b>Range of Reading and Level of Text Complexity</b>	6.RL.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>Modules 1–4</b> <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 Informational Text</b>	<b>Key Ideas and Details</b>	6.RI.1 Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.	<b>Module 1:</b> Lessons 6–7, 9–10, 17–18, 21, 23 <b>Module 2:</b> Lessons 8, 22, 28 <b>Module 3:</b> Lessons 5, 9, 16–17, 17DD, 19–23, 25–26, 26DD, 27, 27DD, 28–38 <b>Module 4:</b> Lessons 1–2, 2DD, 3, 3DD, 4–16, 16DD, 17–28, 30–32

		<p>6.RI.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.</p>	<p><b>Module 1:</b> Lessons 17–18, 21  <b>Module 2:</b> Lessons 28–29  <b>Module 3:</b> Lessons 16–17, 19, 21–23, 25–29, 33  <b>Module 4:</b> Lessons 2DD, 3–4, 7, 10–13, 15–22, 24–26, 30</p>
		<p>6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p>	<p><b>Module 1:</b> Lesson 18  <b>Module 2:</b> Lessons 22, 28  <b>Module 3:</b> Lessons 5, 9, 16–17, 17DD, 22, 25–27, 27DD, 28–29, 31, 34  <b>Module 4:</b> Lessons 2, 2DD, 3, 3DD, 4–14, 16–17, 19–20, 24–25</p>
	<b>Craft and Structure</b>	<p>6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><b>Module 1:</b> Lessons 1DD, 6, 8, 8DD, 15, 18DD, 25  <b>Module 2:</b> Lessons 7DD, 9DD, 23DD, 24DD, 28–29, 32  <b>Module 3:</b> Lessons 5, 8–9, 16DD, 22DD, 25DD, 28, 32DD, 33DD  <b>Module 4:</b> Lessons 1–2, 2DD, 3–4, 4DD, 5, 5DD, 6–7, 7DD, 8–9, 9DD, 11, 13–14, 15DD, 16, 20–21, 23DD, 24, 25DD, 30, 30DD</p>
		<p>6.RI.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.</p>	<p><b>Module 2:</b> Lesson 8  <b>Module 3:</b> Lessons 22, 26  <b>Module 4:</b> Lessons 2, 7, 15–16, 18, 22, 24, 26</p>
		<p>6.RI.6 Determine an author’s perspective and/or purpose in a text and explain how it is conveyed in the text.</p>	<p><b>Module 3:</b> Lessons 16, 19, 27–28, 30  <b>Module 4:</b> Lessons 6–7, 9–10, 12, 27</p>

	<b>Integration of Knowledge and Ideas</b>	6.RI.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.	<b>Module 1:</b> Lessons 9, 17–18, 21 <b>Module 2:</b> Lesson 8 <b>Module 3:</b> Lesson 27 <b>Module 4:</b> Lessons 2–6, 25, 30–31
		6.RI.8 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.	<b>Module 3:</b> Lessons 17, 22, 28
		6.RI.9 Compare and contrast one author’s presentation of events with that of another.	<b>Module 1:</b> Lessons 6–7, 9–10 <b>Module 3:</b> Lessons 21, 27, 27DD, 30–31 <b>Module 4:</b> Lesson 17DD
	<b>Range of Reading and Level of Text Complexity</b>	6.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Modules 1–4</b> <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.

*Wit & Wisdom* students learn to write and write to learn about complex texts. Writing builds on a foundation of content knowledge developed through the close reading of texts about important topics. All writing is text-based or text-inspired. Through narrative, opinion/argument, and informative writing, students build and express understanding within and across texts. Through explicit learning-to-write instruction, teachers gradually release responsibility for a specific writing strategy through a series of lessons. One or more of the following Craft Stages shapes each lesson.

- **Examine:** Students analyze how an exemplar models one or more writing strategies. The exemplar can come from authentic texts, class collaborative writing, or a module resource.
- **Experiment:** Students practice applying a target strategy. Scaffolded tasks provide significant support by limiting the volume of writing, providing parts of a writing piece, or focusing on a relatively simple topic.



<ul style="list-style-type: none"> <li>• <b>Execute:</b> Students plan or draft a full writing piece, paying particular attention to applying the target strategy to support the purpose of the task.</li> <li>• <b>Excel:</b> Students revise, edit, and respond to feedback on the pieces they drafted in the Execute stage, focusing on the target strategy. They reflect on their use of the strategy to refine their thinking about its use in current and future writing.</li> </ul>			
Writing	Text Types and Purposes	6.W.1 Write arguments to support claims with clear reasons and relevant evidence.	
		6.W.1a Introduce claim(s) and organize the reasons and evidence clearly.	<b>Module 3:</b> Lessons 6–7, 13, 18, 35
		6.W.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<b>Module 3:</b> Lessons 6–7, 11, 13, 35
		6.W.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<b>Module 2:</b> Lesson 31
		6.W.1d Establish and maintain an appropriate style for content, purpose, and audience.	<b>Module 3:</b> Lesson 37DD
		6.W.1e Provide a concluding statement or section that follows from the argument presented.	<b>Module 3:</b> Lesson 18

		<p>6.W.2</p> <p>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>6.W.2a</p> <p>Introduce a topic; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.</p>	<p><b>Module 1:</b> Lessons 3–4, 7, 13, 16, 19, 24–25, 29  <b>Module 3:</b> Lesson 16  <b>Module 4:</b> Lesson 27</p>
		<p>6.W.2b</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><b>Module 1:</b> Lessons 4, 6–7, 10–11, 16, 18–21, 23, 25, 29  <b>Module 2:</b> Lesson 27  <b>Module 3:</b> Lessons 8, 16, 28  <b>Module 4:</b> Lessons 6–7, 12, 21–22, 24–27</p>
		<p>6.W.2c</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p><b>Module 1:</b> Lessons 2DD, 7DD, 8, 10–11, 12DD, 16, 20–21, 25, 29, 32DD, 34  <b>Module 2:</b> Lessons 15DD, 31, 34DD, 35DD  <b>Module 3:</b> Lessons 8, 16, 28, 31  <b>Module 4:</b> Lessons 6, 12, 22</p>
		<p>6.W.2d</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>Module 1:</b> Lessons 23DD, 32DD, 33DD  <b>Module 2:</b> Lesson 23DD  <b>Module 3:</b> Lessons 8, 28</p>
		<p>6.W.2e</p> <p>Establish and maintain an appropriate style for content, purpose, and audience.</p>	<p><b>Module 1:</b> Lessons 23DD, 24DD, 29, 30DD, 32DD, 33DD  <b>Module 3:</b> Lessons 8, 16, 28, 31  <b>Module 4:</b> Lessons 6–7, 12, 22, 27</p>

		<p>6.W.2f Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p><b>Module 1:</b> Lessons 8, 24–25 <b>Module 4:</b> Lessons 22, 27</p>
		<p>6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	
		<p>6.W.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.</p>	<p><b>Module 2:</b> Lessons 2–4, 7–8, 20–21, 24, 27, 31–33</p>
		<p>6.W.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p><b>Module 2:</b> Lessons 15–16, 19, 21, 27, 31</p>
		<p>6.W.3c 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><b>Module 1:</b> Lesson 2DD <b>Module 2:</b> Lessons 15DD, 27, 31, 34DD <b>Module 4:</b> Lesson 6</p>

		<p>6.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p><b>Module 2:</b> Lessons 7–8, 23DD, 31</p>
		<p>6.W.3e Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>Module 2:</b> Lesson 32 <b>Module 3:</b> Lessons 33, 36</p>
	<b>Production and Distribution of Writing</b>	<p>6.W.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.)</p>	<p><b>Module 1:</b> Lessons 5, 10–11, 16, 20, 20DD, 21, 22DD, 23DD, 24DD, 25, 29, 30DD, 31–32, 32DD, 33, 33DD, 34, 34DD <b>Module 2:</b> Lessons 9, 18, 27, 29, 32–34, 34DD, 35–36 <b>Module 3:</b> Lessons 8, 15, 19, 31, 33, 36–38 <b>Module 4:</b> Lessons 6, 12, 22, 27, 29</p>
		<p>6.W.5 With some guidance and support, 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.)</p>	<p><b>Module 1:</b> Lessons 12DD, 21DD, 31–32, 32DD, 33, 33DD, 34, 34DD <b>Module 2:</b> Lessons 21, 24–25, 31, 33–34, 34DD, 35, 35DD <b>Module 3:</b> Lessons 35–37, 37DD, 38 <b>Module 4:</b> Lessons 21–22, 26–27, 29, 29DD, 30</p>

		<p>6.W.6 Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.</p>	<p><b>Module 2:</b> Lessons 25–26, 29, 34–36 <b>Module 3:</b> Lesson 38</p>
	<b>Research to Build and Present Knowledge</b>	<p>6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><b>Module 3:</b> Lessons 20, 33</p>
		<p>6.W.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.</p>	<p><b>Module 3:</b> Lessons 20, 33 <b>Module 4:</b> Lessons 4–6, 10, 12–13, 19–26</p>
		<p>6.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>Module 1:</b> Lessons 4–5, 11, 16, 18–20, 23–25, 27–29 <b>Module 2:</b> Lessons 25, 27–29 <b>Module 3:</b> Lessons 7–8, 14–16, 19, 28, 31, 38 <b>Module 4:</b> Lessons 6–7, 12, 22, 27</p>

	<b>Range of Writing</b>	<p>6.W.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.</p>	<p><b>Module 1:</b> Lessons 1–2, 4–6, 8–9, 11–15, 22–24, 26, 30  <b>Module 2:</b> Lessons 1–5, 10–11, 13, 19–26, 28–31  <b>Module 3:</b> Lessons 1–6, 8–14, 17–18, 21–27, 29–30, 32–34  <b>Module 4:</b> Lessons 1–9, 11–21, 23–26, 28, 30DD, 31–32</p>
<p><i>Wit &amp; Wisdom</i> lessons provide explicit language instruction across modules. While Deep Dives are the primary vehicle for explicit language skill development, students apply language skills in core lessons to understand and discuss complex texts. Throughout the year, students apply their knowledge of style and conventions with increasing depth and independence. The language standards for each module were assigned based on a consideration of the language demands of the major module writing tasks, the language found in the core module texts, and the connections between the language standards and other module standards.</p> <p>L.4 and L.5 are a focus in many modules, as students determine and demonstrate understanding of word meanings to deepen their understanding of module content. L.6 is an ongoing standard, as it represents the cumulative results of mastering a range of vocabulary knowledge. Students’ work in their Vocabulary Journals offers a clear picture of the volume of new words students acquire throughout the year and of the strategies they employ to learn and practice new vocabulary.</p>			
<b>Language</b>	<b>Conventions of Standard English</b>		
		<p>6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
		<p>6.L.1a Ensure that pronouns are in the proper case.</p>	<p><b>Module 2:</b> Lessons 4DD, 5DD, 13DD, 34DD, 35DD  <b>Module 3:</b> Lessons 19, 24DD, 31, 35DD, 36–37, 37DD, 38  <b>Module 4:</b> Lesson 29</p>
		<p>6.L.1b Use intensive pronouns.</p>	<p><b>Module 2:</b> Lessons 18DD, 19DD, 20DD, 27, 34DD, 35DD</p>
		<p>6.L.1c Recognize and correct inappropriate shifts in pronoun number and person.</p>	<p><b>Module 3:</b> Lessons 4DD, 5DD, 8, 8DD, 9DD, 10DD, 15, 15DD, 19, 31, 35DD, 36–37, 37DD, 38  <b>Module 4:</b> Lessons 12, 22, 29</p>

		6.L.1d Recognize and correct vague pronouns.	<b>Module 2:</b> Lesson 27 <b>Module 3:</b> Lesson 5DD <b>Module 4:</b> Lessons 6DD, 8DD, 11DD, 12, 12DD, 22, 27, 27DD, 29DD
		6.L.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.	<b>Module 1:</b> Lessons 3DD, 23DD, 24DD, 25, 29, 30DD, 32DD, 33, 33DD, 34, 34DD <b>Module 2:</b> Lesson 23DD <b>Module 3:</b> Lessons 9, 18
		6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
		6.L.2a Use punctuation to set off nonrestrictive/parenthetical elements.	<b>Module 2:</b> Lessons 25DD, 27DD, 28DD, 31DD, 32DD, 33DD, 34DD, 35DD
		6.L.2b Spell correctly.	<b>Module 2:</b> Lessons 25–27, 32–35 <b>Module 3:</b> Lesson 37DD
		<b>Knowledge of Language</b>	
6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
6.L.3a Vary sentence patterns for meaning, reader/listener interest, and style.	<b>Module 1:</b> Lessons 2DD, 7DD, 10–11, 12DD, 16, 20DD, 21, 21DD, 22DD, 25, 29, 33–34, 34DD <b>Module 2:</b> Lessons 32–34 <b>Module 3:</b> Lessons 8, 15, 17DD, 18DD, 19, 19DD, 27DD, 28DD, 31, 31DD, 36, 36DD, 37, 37DD, 38 <b>Module 4:</b> Lessons 7, 22, 29		

		<p>6.L.3b Maintain consistency in style and tone.</p>	<p><b>Module 1:</b> Lessons 23DD, 24DD, 25, 29, 30DD, 32DD, 33, 33DD, 34, 34DD  <b>Module 2:</b> Lessons 34, 34DD  <b>Module 4:</b> Lessons 17DD, 19DD, 20DD, 22, 22DD, 27, 27DD, 29DD</p>
	<p><b>Vocabulary Acquisition and Use</b></p>	<p>6.L.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.</p>	
		<p>6.L.4a Use context as a clue to the meaning of a word or phrase.</p>	<p><b>Module 1:</b> Lessons 1DD, 5, 5DD, 6, 6DD, 8, 8DD, 11, 15, 15DD, 16DD, 18DD, 20, 25, 25DD, 26DD, 27, 27DD  <b>Module 2:</b> Lessons 3DD, 5, 6DD, 7, 7DD, 8DD, 9DD, 10, 11DD, 14DD, 16DD, 24DD, 25, 28–29, 32  <b>Module 3:</b> Lessons 1DD, 3, 3DD, 5, 6DD, 7, 9, 13DD, 14DD, 16, 16DD, 22DD, 25DD, 28, 32DD, 33DD  <b>Module 4:</b> Lessons 1, 2DD, 3–6, 7DD, 8–9, 9DD, 11, 13, 15DD, 16, 20, 23DD, 24, 25DD, 28DD, 30DD</p>
		<p>6.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p>	<p><b>Module 1:</b> Lessons 15DD, 16DD, 18DD, 25DD  <b>Module 2:</b> Lessons 2, 2DD, 3DD, 6DD, 7DD, 8DD, 9DD, 24DD  <b>Module 3:</b> Lessons 2DD, 6DD, 11DD, 13DD, 16DD, 29DD, 32DD, 33DD  <b>Module 4:</b> Lessons 3, 3DD, 10DD, 13DD, 21DD, 28DD</p>



		<p>6.L.4c Consult dictionaries, glossaries, thesauruses, and other 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><b>Module 1:</b> Lessons 15DD, 16DD, 18DD  <b>Module 3:</b> Lessons 7DD, 12DD, 13DD, 33  <b>Module 4:</b> Lessons 4DD, 9DD, 14, 16DD, 21DD, 24DD, 25DD, 26DD</p>
		<p>6.L.4d Verify the preliminary determination of the meaning of a word or phrase.</p>	<p><b>Module 1:</b> Lessons 1DD, 15DD, 16DD  <b>Module 2:</b> Lessons 14DD, 24DD, 28–29, 32  <b>Module 3:</b> Lessons 1DD, 2DD, 3, 3DD, 5, 6DD, L7, 7DD, 9, 12DD, 13DD, 14DD, 16DD, 22DD, 25DD, 32DD, 33, 33DD  <b>Module 4:</b> Lessons 2DD, 4–6, 7DD, 8–9, 9DD, 11, 13, 15DD, 18, 18DD, 21DD</p>
		<p>6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
		<p>6.L.5a Interpret figures of speech in context.</p>	<p><b>Module 1:</b> Lessons 8–9, 11, 14DD, 19, 19DD, 20, 26, 26DD, 27, 27DD  <b>Module 2:</b> Lessons 22DD, 23DD  <b>Module 3:</b> Lessons 4, 9–11  <b>Module 4:</b> Lessons 4, 21</p>
		<p>6.L.5b Use the relationship between particular words to better understand each of the words.</p>	<p><b>Module 1:</b> Lesson 18DD  <b>Module 2:</b> Lessons 1DD, 11DD, 12DD, 16DD  <b>Module 3:</b> Lessons 14DD, 16, 21DD, 22DD, 26DD, 33  <b>Module 4:</b> Lessons 15DD, 18, 18DD, 26DD</p>
		<p>6.L.5c Distinguish among the connotations of words with similar denotations.</p>	<p><b>Module 1:</b> Lesson 1DD  <b>Module 2:</b> Lessons 10DD, 14DD, 23DD, 24DD  <b>Module 3:</b> Lessons 8, 16  <b>Module 4:</b> Lessons 1, 4DD, 5DD</p>

		<p>6.L.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.</p>	<p><b>Modules 1–4</b> <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><i>Wit &amp; Wisdom</i> builds students’ ability to communicate orally by maximizing the quality, quantity, and variety of their speaking and listening experiences.</p> <ul style="list-style-type: none"> <li>• <b>Quality:</b> Students learn speaking and listening just as they would any other discipline—through rich, rigorous, and joyful instruction. From explicit modeling to experimentation to independent expression, students build capacity in discrete speaking and listening skills that make their communications stronger. As with writing instruction, this speaking and listening instruction is always text-based or text-inspired.</li> <li>• <b>Quantity:</b> Daily lessons intentionally shift the balance of talking to students, engaging them in multiple, meaningful opportunities to speak and listen.</li> <li>• <b>Variety:</b> Students hone their skills and awareness of the many purposes for speaking and listening, and they learn to tailor their speaking and listening to a specific purpose and audience. For example, students learn how to participate informally in daily academic conversations and also how to deliver a formal presentation.</li> </ul> <p>Students develop and practice their speaking and listening skills through a variety of embedded instructional routines and engaging activities designed to foster conversations around the topics and texts. Students apply the crafts of speaking and listening to express and extend what they have learned from their reading and writing.</p>			
<p><b>Speaking and Listening</b></p>	<p><b>Comprehension and Collaboration</b></p>	<p>6.SL.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.</p>	<p><b>Module 1:</b> Lessons 6, 9, 12, 14–15, 23, 26  <b>Module 2:</b> Lessons 21–22, 25, 28, 36  <b>Module 3:</b> Lessons 2, 9–10, 12, 18, 24–26, 32  <b>Module 4:</b> Lessons 8–9, 13, 28, 32</p>
		<p>6.SL.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.</p>	

		<p>6.SL.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p><b>Module 1:</b> Lessons 3, 6, 9, 12, 14–15, 23, 26, 28–32, 34  <b>Module 2:</b> Lessons 25, 28, 32–35  <b>Module 3:</b> Lessons 9, 18, 32  <b>Module 4:</b> Lessons 28, 32</p>
		<p>6.SL.1c 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><b>Module 1:</b> Lessons 6, 9, 12, 14–15, 17, 23, 29–30  <b>Module 2:</b> Lessons 21–22, 25, 28, 36  <b>Module 3:</b> Lessons 2, 9–10, 12, 18, 24–26, 29–30, 32  <b>Module 4:</b> Lessons 8–9, 13, 28, 32</p>
		<p>6.SL.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><b>Module 1:</b> Lessons 9, 12  <b>Module 2:</b> Lessons 25–26, 30, 36  <b>Module 3:</b> Lessons 9–10, 12, 18, 24, 29–30, 32–33  <b>Module 4:</b> Lessons 8–9, 13, 28, 32</p>
		<p>6.SL.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p>	<p><b>Module 1:</b> Lessons 2, 6, 9–10, 14, 17–21, 29  <b>Module 2:</b> Lessons 1, 4, 6–8, 10, 19–25, 36  <b>Module 3:</b> Lessons 4–5, 9, 17–18, 21, 23–24, 26–27, 32–33  <b>Module 4:</b> Lessons 1–6, 8–10, 12–13, 17, 25, 30</p>
		<p>6.SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>Module 3:</b> Lesson 17  <b>Module 4:</b> Lessons 11, 28, 32</p>

	<p><b>Presentation of Knowledge and Ideas</b></p>	<p>6.SL.4 Present claims and/or 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><b>Module 1:</b> Lessons 18, 29 <b>Module 2:</b> Lessons 6, 9, 13, 15, 17–18, 26, 30, 36 <b>Module 3:</b> Lessons 9, 18, 27, 32–33 <b>Module 4:</b> Lessons 13, 28</p>
		<p>6.SL.5 Include multimedia components and visual displays in presentations to clarify information.</p>	<p><b>Module 2:</b> Lessons 23, 25–26, 31, 36 <b>Module 3:</b> Lesson 33</p>
		<p>6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of 6th grade level language conventions when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p><b>Module 1:</b> Lessons 14–15, 18–21, 23, 26, 28–29, 32, 34 <b>Module 2:</b> Lessons 5–7, 10–18, 21, 25–26, 30, 32–33, 35–36 <b>Module 3:</b> Lessons 2–3, 9, 18, 23, 32–33 <b>Module 4:</b> Lessons 13, 28, 32</p>