

Title: Where'd They Get That		Alignment to Sunshine State ELA Standards
Lesson Number	Lesson Title	http://etc.usf.edu/flstandards/la/new-pdfs/elp-6.pdf
Lesson 1	The Orientation Class	An appropriate alignment is not available for this lesson.
Lesson 2	Money Makes Cares	<p>LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.</p> <p>LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly</p> <p>LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text</p> <p>LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words</p> <p>LA.6.1.6.4 The student will categorize key vocabulary and identify salient features</p> <p>LA.6.1.6.5 The student will relate new vocabulary to familiar words</p> <p>LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words</p> <p>LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words</p> <p>LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings</p> <p>LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context</p> <p>LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant)</p> <p>LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection</p> <p>LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;</p> <p>LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details</p> <p>LA.6.1.7.4 The student will identify cause-and-effect relationships in text</p> <p>LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text</p> <p>LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections</p> <p>LA.6.1.7.7 The student will compare and contrast elements in multiple texts</p> <p>LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p> <p>LA.6.2.1.1 The student will identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes</p> <p>LA.6.2.1.2 The student will locate and analyze the elements of plot structure, including exposition, setting, characterdevelopment, rising/falling action, conflict/resolution, and theme in a variety of fiction;</p> <p>LA.6.2.1.3 The student will locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning</p> <p>LA.6.2.1.4 The student will identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil)</p>

		LA.6.2.1.5 The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence
		LA.6.2.1.7 The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme
		LA.6.2.1.8 The student will compare language patterns and vocabulary of contemporary texts to those of historical texts
		LA.6.2.1.9 The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written
		LA.6.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests
		LA.6.3.1.2 The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence
		LA.6.3.2.1 The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience
		LA.6.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.6.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices
		LA.6.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation
		LA.6.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending)
		LA.6.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.6.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary
		LA.6.3.4.2 The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs
		LA.6.3.4.3 The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources
		LA.6.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)
		LA.6.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences
		LA.6.3.5.3 The student will share the writing with the intended audience.
		LA.6.4.2.3 The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs
		LA.6.5.1.1 The student will use fluent and legible handwriting skills.
		LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details)

Lesson 3	How Long Could You Observe a Stinky Fish	LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.6.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.6.1.6.5 The student will relate new vocabulary to familiar words
		LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words
		LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
		LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings
		LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant)
		LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
		LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
		LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
		LA.6.1.7.4 The student will identify cause-and-effect relationships in text
		LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
		LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
		LA.6.1.7.7 The student will compare and contrast elements in multiple texts
		LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
		LA.6.2.1.1 The student will identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes
		LA.6.2.1.2 The student will locate and analyze the elements of plot structure, including exposition, setting, characterdevelopment, rising/falling action, conflict/resolution, and theme in a variety of fiction;
		LA.6.2.1.3 The student will locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning
		LA.6.2.1.4 The student will identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil)
		LA.6.2.1.5 The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence
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		LA.6.2.1.8 The student will compare language patterns and vocabulary of contemporary texts to those of historical texts
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		LA.6.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests
		LA.6.3.1.2 The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence
		LA.6.3.2.1 The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience
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		LA.6.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation
		LA.6.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending)
		LA.6.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.6.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary
		LA.6.3.4.2 The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs
		LA.6.3.4.3 The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources
		LA.6.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)
		LA.6.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences
		LA.6.3.5.3 The student will share the writing with the intended audience.
		LA.6.4.2.3 The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs
		LA.6.5.1.1 The student will use fluent and legible handwriting skills.
		LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details)
Lesson 4	Are These Figures the Same?	LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words

	LA.6.1.6.4 The student will categorize key vocabulary and identify salient features
	LA.6.1.6.5 The student will relate new vocabulary to familiar words
	LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words
	LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
	LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings
	LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
	LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant)
	LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
	LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
	LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
	LA.6.1.7.4 The student will identify cause-and-effect relationships in text
	LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
	LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
	LA.6.1.7.7 The student will compare and contrast elements in multiple texts
	LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
	LA.6.2.2.2 - use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order
	LA.6.2.2.3 - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
	LA.6.2.2.4 - identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts)
	LA.6.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests
	LA.6.3.1.2 The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence
	LA.6.3.2.1 The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience
	LA.6.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
	LA.6.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices
	LA.6.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation

		LA.6.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending)
		LA.6.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.6.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary
		LA.6.3.4.2 The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs
		LA.6.3.4.3 The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources
		LA.6.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)
		LA.6.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences
		LA.6.3.5.3 The student will share the writing with the intended audience.
		LA.6.4.2.3 The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs
		LA.6.5.1.1 The student will use fluent and legible handwriting skills.
		LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details)
Lesson 5	Why Does a Ball Keep Moving After You Throw It?	LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.6.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.6.1.6.5 The student will relate new vocabulary to familiar words
		LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words
		LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
		LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings
		LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant)
		LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
		LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;

		LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
		LA.6.1.7.4 The student will identify cause-and-effect relationships in text
		LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
		LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
		LA.6.1.7.7 The student will compare and contrast elements in multiple texts
		LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
		LA.6.2.2.2 - use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order
		LA.6.2.2.3 - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
		LA.6.2.2.4 - identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts)
		LA.6.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests
		LA.6.3.1.2 The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence
		LA.6.3.2.1 The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience
		LA.6.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.6.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices
		LA.6.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation
		LA.6.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending)
		LA.6.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.6.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary
		LA.6.3.4.2 The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs
		LA.6.3.4.3 The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources

		LA.6.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)
		LA.6.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences
		LA.6.3.5.3 The student will share the writing with the intended audience.
		LA.6.4.2.3 The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs
		LA.6.5.1.1 The student will use fluent and legible handwriting skills.
		LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details)
Lesson 6	How Straight Is Straight?	LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words
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		LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
		LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
		LA.6.1.7.4 The student will identify cause-and-effect relationships in text
		LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
		LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
		LA.6.1.7.7 The student will compare and contrast elements in multiple texts
		LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
		LA.6.2.2.2 - use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order

		LA.6.2.2.3 - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
		LA.6.2.2.4 - identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts)
		LA.6.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests
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		LA.6.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.6.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices
		LA.6.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation
		LA.6.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending)
		LA.6.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.6.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary
		LA.6.3.4.2 The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs
		LA.6.3.4.3 The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources
		LA.6.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)
		LA.6.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences
		LA.6.3.5.3 The student will share the writing with the intended audience.
		LA.6.4.2.3 The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs
		LA.6.5.1.1 The student will use fluent and legible handwriting skills.
		LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details)
Lesson 7	How Does a Scientist Think?	LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words

	LA.6.1.6.4 The student will categorize key vocabulary and identify salient features
	LA.6.1.6.5 The student will relate new vocabulary to familiar words
	LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words
	LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
	LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings
	LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
	LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant)
	LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
	LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
	LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
	LA.6.1.7.4 The student will identify cause-and-effect relationships in text
	LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
	LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
	LA.6.1.7.7 The student will compare and contrast elements in multiple texts
	LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
	LA.6.2.2.2 - use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order
	LA.6.2.2.3 - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
	LA.6.2.2.4 - identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts)
	LA.6.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests
	LA.6.3.1.2 The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence
	LA.6.3.2.1 The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience
	LA.6.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
	LA.6.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices
	LA.6.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation

		LA.6.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending)
		LA.6.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.6.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary
		LA.6.3.4.2 The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs
		LA.6.3.4.3 The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources
		LA.6.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)
		LA.6.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences
		LA.6.3.5.3 The student will share the writing with the intended audience.
		LA.6.4.2.3 The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs
		LA.6.5.1.1 The student will use fluent and legible handwriting skills.
		LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details)
Lesson 8	Do You Like Mathematics?	LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.6.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.6.1.6.5 The student will relate new vocabulary to familiar words
		LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words
		LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
		LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings
		LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant)
		LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
		LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;

		LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
		LA.6.1.7.4 The student will identify cause-and-effect relationships in text
		LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
		LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
		LA.6.1.7.7 The student will compare and contrast elements in multiple texts
		LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
		LA.6.2.2.2 - use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order
		LA.6.2.2.3 - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
		LA.6.2.2.4 - identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts)
		LA.6.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests
		LA.6.3.1.2 The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence
		LA.6.3.2.1 The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience
		LA.6.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.6.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices
		LA.6.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation
		LA.6.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending)
		LA.6.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.6.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary
		LA.6.3.4.2 The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs
		LA.6.3.4.3 The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources

		LA.6.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)
		LA.6.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences
		LA.6.3.5.3 The student will share the writing with the intended audience.
		LA.6.4.2.3 The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs
		LA.6.5.1.1 The student will use fluent and legible handwriting skills.
		LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details)
Lesson 9	Does the Universe Ever End?	LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.6.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.6.1.6.5 The student will relate new vocabulary to familiar words
		LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words
		LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
		LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings
		LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant)
		LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
		LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
		LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
		LA.6.1.7.4 The student will identify cause-and-effect relationships in text
		LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
		LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
		LA.6.1.7.7 The student will compare and contrast elements in multiple texts
		LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
		LA.6.2.2.2 - use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order

		LA.6.2.2.3 - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
		LA.6.2.2.4 - identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts)
		LA.6.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests
		LA.6.3.1.2 The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence
		LA.6.3.2.1 The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience
		LA.6.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.6.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices
		LA.6.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation
		LA.6.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending)
		LA.6.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.6.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary
		LA.6.3.4.2 The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs
		LA.6.3.4.3 The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources
		LA.6.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)
		LA.6.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences
		LA.6.3.5.3 The student will share the writing with the intended audience.
		LA.6.4.2.3 The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs
		LA.6.5.1.1 The student will use fluent and legible handwriting skills.
		LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details)
Lesson 10	Why Do We Study Math?	LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words

	LA.6.1.6.4 The student will categorize key vocabulary and identify salient features
	LA.6.1.6.5 The student will relate new vocabulary to familiar words
	LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words
	LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
	LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings
	LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
	LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant)
	LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
	LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
	LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
	LA.6.1.7.4 The student will identify cause-and-effect relationships in text
	LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
	LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
	LA.6.1.7.7 The student will compare and contrast elements in multiple texts
	LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
	LA.6.2.2.2 - use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order
	LA.6.2.2.3 - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
	LA.6.2.2.4 - identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts)
	LA.6.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests
	LA.6.3.1.2 The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence
	LA.6.3.2.1 The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience
	LA.6.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
	LA.6.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices
	LA.6.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation

		LA.6.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending)
		LA.6.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.6.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary
		LA.6.3.4.2 The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs
		LA.6.3.4.3 The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources
		LA.6.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)
		LA.6.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences
		LA.6.3.5.3 The student will share the writing with the intended audience.
		LA.6.4.2.3 The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs
		LA.6.5.1.1 The student will use fluent and legible handwriting skills.
		LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details)
Lesson 11	Symmetry: Can You Prove It?	LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.6.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.6.1.6.5 The student will relate new vocabulary to familiar words
		LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words
		LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
		LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings
		LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant)
		LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
		LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;

	LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
	LA.6.1.7.4 The student will identify cause-and-effect relationships in text
	LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
	LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
	LA.6.1.7.7 The student will compare and contrast elements in multiple texts
	LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
	LA.6.2.2.2 - use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order
	LA.6.2.2.3 - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
	LA.6.2.2.4 - identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts)
	LA.6.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests
	LA.6.3.1.2 The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence
	LA.6.3.2.1 The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience
	LA.6.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
	LA.6.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices
	LA.6.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation
	LA.6.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending)
	LA.6.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
	LA.6.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary
	LA.6.3.4.2 The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs
	LA.6.3.4.3 The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources

		LA.6.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)
		LA.6.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences
		LA.6.3.5.3 The student will share the writing with the intended audience.
		LA.6.4.2.3 The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs
		LA.6.5.1.1 The student will use fluent and legible handwriting skills.
		LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details)
Lesson 12	Should Scientists Experiment on Animals?	LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.6.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.6.1.6.5 The student will relate new vocabulary to familiar words
		LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words
		LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
		LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings
		LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant)
		LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
		LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
		LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
		LA.6.1.7.4 The student will identify cause-and-effect relationships in text
		LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
		LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
		LA.6.1.7.7 The student will compare and contrast elements in multiple texts
		LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
		LA.6.2.2.2 - use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order

		LA.6.2.2.3 - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
		LA.6.2.2.4 - identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts)
		LA.6.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests
		LA.6.3.1.2 The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence
		LA.6.3.2.1 The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience
		LA.6.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.6.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices
		LA.6.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation
		LA.6.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending)
		LA.6.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.6.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary
		LA.6.3.4.2 The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs
		LA.6.3.4.3 The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources
		LA.6.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)
		LA.6.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences
		LA.6.3.5.3 The student will share the writing with the intended audience.
		LA.6.4.2.3 The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs
		LA.6.5.1.1 The student will use fluent and legible handwriting skills.
		LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details)
Lesson 13	Is That Reason Enough?	LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words

	LA.6.1.6.4 The student will categorize key vocabulary and identify salient features
	LA.6.1.6.5 The student will relate new vocabulary to familiar words
	LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words
	LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
	LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings
	LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
	LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant)
	LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
	LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
	LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
	LA.6.1.7.4 The student will identify cause-and-effect relationships in text
	LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
	LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
	LA.6.1.7.7 The student will compare and contrast elements in multiple texts
	LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
	LA.6.2.2.2 - use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order
	LA.6.2.2.3 - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
	LA.6.2.2.4 - identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts)
	LA.6.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests
	LA.6.3.1.2 The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence
	LA.6.3.2.1 The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience
	LA.6.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
	LA.6.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices
	LA.6.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation

		LA.6.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending)
		LA.6.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.6.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary
		LA.6.3.4.2 The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs
		LA.6.3.4.3 The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources
		LA.6.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)
		LA.6.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences
		LA.6.3.5.3 The student will share the writing with the intended audience.
		LA.6.4.2.3 The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs
		LA.6.5.1.1 The student will use fluent and legible handwriting skills.
		LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details)
Lesson 14	How Big Is Infinity?	LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.6.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.6.1.6.5 The student will relate new vocabulary to familiar words
		LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words
		LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
		LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings
		LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant)
		LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
		LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;

		LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
		LA.6.1.7.4 The student will identify cause-and-effect relationships in text
		LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
		LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
		LA.6.1.7.7 The student will compare and contrast elements in multiple texts
		LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
		LA.6.2.2.2 - use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order
		LA.6.2.2.3 - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
		LA.6.2.2.4 - identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts)
		LA.6.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests
		LA.6.3.1.2 The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence
		LA.6.3.2.1 The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience
		LA.6.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.6.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices
		LA.6.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation
		LA.6.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending)
		LA.6.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.6.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary
		LA.6.3.4.2 The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs
		LA.6.3.4.3 The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources

		LA.6.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)
		LA.6.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences
		LA.6.3.5.3 The student will share the writing with the intended audience.
		LA.6.4.2.3 The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs
		LA.6.5.1.1 The student will use fluent and legible handwriting skills.
		LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details)
Lesson 15	Why Do I Have To Prove It?	LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.6.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.6.1.6.5 The student will relate new vocabulary to familiar words
		LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words
		LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
		LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings
		LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant)
		LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
		LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
		LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
		LA.6.1.7.4 The student will identify cause-and-effect relationships in text
		LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
		LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
		LA.6.1.7.7 The student will compare and contrast elements in multiple texts
		LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
		LA.6.2.2.2 - use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order

		LA.6.2.2.3 - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
		LA.6.2.2.4 - identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts)
		LA.6.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests
		LA.6.3.1.2 The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence
		LA.6.3.2.1 The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience
		LA.6.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.6.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices
		LA.6.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation
		LA.6.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending)
		LA.6.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.6.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary
		LA.6.3.4.2 The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs
		LA.6.3.4.3 The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources
		LA.6.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)
		LA.6.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences
		LA.6.3.5.3 The student will share the writing with the intended audience.
		LA.6.4.2.3 The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs
		LA.6.5.1.1 The student will use fluent and legible handwriting skills.
		LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details)
Lesson 16	Will the Sun Rise Tomorrow?	LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words

	LA.6.1.6.4 The student will categorize key vocabulary and identify salient features
	LA.6.1.6.5 The student will relate new vocabulary to familiar words
	LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words
	LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
	LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings
	LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
	LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant)
	LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
	LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
	LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
	LA.6.1.7.4 The student will identify cause-and-effect relationships in text
	LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
	LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
	LA.6.1.7.7 The student will compare and contrast elements in multiple texts
	LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
	LA.6.2.2.2 - use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order
	LA.6.2.2.3 - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
	LA.6.2.2.4 - identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts)
	LA.6.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests
	LA.6.3.1.2 The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence
	LA.6.3.2.1 The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience
	LA.6.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
	LA.6.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices
	LA.6.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation

		LA.6.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending)
		LA.6.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.6.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary
		LA.6.3.4.2 The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs
		LA.6.3.4.3 The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources
		LA.6.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)
		LA.6.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences
		LA.6.3.5.3 The student will share the writing with the intended audience.
		LA.6.4.2.3 The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs
		LA.6.5.1.1 The student will use fluent and legible handwriting skills.
		LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details)
Lesson 17	Are Scientists Responsible for Their Inventions?	LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.6.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.6.1.6.5 The student will relate new vocabulary to familiar words
		LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words
		LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
		LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings
		LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant)
		LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
		LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;

		LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
		LA.6.1.7.4 The student will identify cause-and-effect relationships in text
		LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
		LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
		LA.6.1.7.7 The student will compare and contrast elements in multiple texts
		LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
		LA.6.2.2.2 - use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order
		LA.6.2.2.3 - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
		LA.6.2.2.4 - identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts)
		LA.6.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests
		LA.6.3.1.2 The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence
		LA.6.3.2.1 The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience
		LA.6.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.6.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices
		LA.6.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation
		LA.6.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending)
		LA.6.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.6.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary
		LA.6.3.4.2 The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs
		LA.6.3.4.3 The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources

		LA.6.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)
		LA.6.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences
		LA.6.3.5.3 The student will share the writing with the intended audience.
		LA.6.4.2.3 The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs
		LA.6.5.1.1 The student will use fluent and legible handwriting skills.
		LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details)
Lesson 18	Do Triangles Really Exist?	LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
		LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly
		LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text
		LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words
		LA.6.1.6.4 The student will categorize key vocabulary and identify salient features
		LA.6.1.6.5 The student will relate new vocabulary to familiar words
		LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words
		LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words
		LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings
		LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context
		LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant)
		LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
		LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
		LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
		LA.6.1.7.4 The student will identify cause-and-effect relationships in text
		LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
		LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
		LA.6.1.7.7 The student will compare and contrast elements in multiple texts
		LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
		LA.6.2.2.2 - use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order

		LA.6.2.2.3 - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
		LA.6.2.2.4 - identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts)
		LA.6.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests
		LA.6.3.1.2 The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence
		LA.6.3.2.1 The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience
		LA.6.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity
		LA.6.3.2.3 The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices
		LA.6.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation
		LA.6.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending)
		LA.6.3.3.3 The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus)
		LA.6.3.4.1 The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary
		LA.6.3.4.2 The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs
		LA.6.3.4.3 The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources
		LA.6.3.4.4 The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection)
		LA.6.3.4.5 The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences
		LA.6.3.5.3 The student will share the writing with the intended audience.
		LA.6.4.2.3 The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs
		LA.6.5.1.1 The student will use fluent and legible handwriting skills.
		LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details)