



Mind Missions®

Texas Print

6th Grade  
Standards Alignment

|                       |              | Towering Totem   | Confederation Constructi | Log Lifter | Pollutant Protector | Rainforest Rescue | Ancient Artifacts | Limestone Lifter | Sumerian Scribe | Dome Discovery | Pride Producer | Noble Nobel | Spicy Ship | Water Works | Stop the Slide | Salt Shoes | Shake Shelter | Wall Work | Southeast Shadows | Tet Tree | Gong Grapevine | Mangrove Message | Sahara Sipper | Tree Snake Trap | Sheep Saver |   |  |
|-----------------------|--------------|--|--------------------------|------------|---------------------|-------------------|-------------------|------------------|-----------------|----------------|----------------|-------------|------------|-------------|----------------|------------|---------------|-----------|-------------------|----------|----------------|------------------|---------------|-----------------|-------------|---|--|
| <b>Social Studies</b> | <b>6.1.A</b> | History: The student is expected to trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade. | ✓                        |            | ✓                   | ✓                 |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  | ✓             | ✓               |             |   |  |
|                       | <b>6.1.B</b> | History: The student is expected to analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.                     | ✓                        |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            | ✓             |           |                   |          |                |                  |               |                 |             |   |  |
|                       | <b>6.2.A</b> | History: The student is expected to identify and describe the historical influence of individuals or groups on various contemporary societies.   |                          |            |                     |                   |                   |                  |                 |                |                |             |            | ✓           |                |            | ✓             |           |                   |          |                |                  |               |                 |             |   |  |
|                       | <b>6.2.B</b> | History: The student is expected to describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.                         | ✓                        | ✓          |                     |                   |                   |                  | ✓               |                | ✓              |             | ✓          |             | ✓              |            | ✓             |           | ✓                 | ✓        | ✓              | ✓                |               |                 |             |   |  |
|                       | <b>6.3.A</b> | Geography: The student is expected to identify and explain the geographic factors responsible for patterns of population in places and regions.  |                          |            |                     |                   | ✓                 |                  |                 |                |                |             |            | ✓           |                |            |               |           |                   |          |                |                  | ✓             |                 |             |   |  |
|                       | <b>6.3.B</b> | Geography: The student is expected to explain ways in which human migration influences the character of places and regions.  |                          |            |                     | ✓                 | ✓                 |                  |                 |                |                |             |            | ✓           | ✓              |            |               |           |                   |          |                |                  |               | ✓               |             |   |  |
|                       | <b>6.3.C</b> | Geography: The student is expected to identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.             |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |   |  |
|                       | <b>6.3.D</b> | Geography: The student is expected to identify the location of major world countries for each of the world regions.  |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |   |  |
|                       | <b>6.4.A</b> | Geography: The student is expected to explain the geographic factors responsible for the location of economic activities in places and regions.  |                          |            | ✓                   |                   | ✓                 |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  | ✓             |                 |             | ✓ |  |



# Mind Missions®

## Texas Print

### 6th Grade Standards Alignment

|                       |              | Towering Totem  | Confederation Constructi | Log Lifter | Pollutant Protector | Rainforest Rescue | Ancient Artifacts | Limestone Lifter | Sumerian Scribe | Dome Discovery | Pride Producer | Noble Nobel | Spicy Ship | Water Works | Stop the Slide | Salt Shoes | Shake Shelter | Wall Work | Southeast Shadows | Tet Tree | Gong Grapevine | Mangrove Message | Sahara Sipper | Tree Snake Trap | Sheep Saver |
|-----------------------|--------------|---|--------------------------|------------|---------------------|-------------------|-------------------|------------------|-----------------|----------------|----------------|-------------|------------|-------------|----------------|------------|---------------|-----------|-------------------|----------|----------------|------------------|---------------|-----------------|-------------|
| <b>Social Studies</b> | <b>6.4.B</b> | Geography: The student is expected to identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships. | ✓                        |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
|                       | <b>6.5.A</b> | Geography: The student is expected to describe ways people have been impacted by physical processes such as earthquakes and climate.  |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             | ✓              |            | ✓             |           |                   |          |                |                  |               |                 |             |
|                       | <b>6.5.B</b> | Geography: The student is expected to identify and analyze ways people have adapted to the physical environment in various places and regions.  |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                | ✓          |               | ✓         |                   |          |                |                  |               |                 | ✓           |
|                       | <b>6.5.C</b> | Geography: The student is expected to identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.  |                          |            |                     | ✓                 | ✓                 |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  | ✓             | ✓               | ✓           |
|                       | <b>6.6.A</b> | Economics: The student is expected to describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies.                                |                          | ✓          |                     | ✓                 |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  | ✓             |                 |             |
|                       | <b>6.6.B</b> | Economics: The student is expected to identify problems that may arise when one or more of the factors of production is in relatively short supply.   |                          |            |                     |                   | ✓                 |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
|                       | <b>6.6.C</b> | Economics: The student is expected to explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.   |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
|                       | <b>6.7.A</b> | Economics: The student is expected to compare ways in which various societies organize the production and distribution of goods and services.   |                          | ✓          |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  | ✓             |                 | ✓           |



**Mind Missions®**

**Texas Print**

6th Grade  
Standards Alignment

|              |  | Towering Totem        | Confederation Constructi | Log Lifter   | Pollutant Protector  | Rainforest Rescue | Ancient Artifacts | Limestone Lifter | Sumerian Scribe | Dome Discovery | Pride Producer | Noble Nobel | Spicy Ship | Water Works | Stop the Slide | Salt Shoes | Shake Shelter | Wall Work | Southeast Shadows | Tet Tree | Gong Grapevine | Mangrove Message | Sahara Sipper | Tree Snake Trap | Sheep Saver |  |  |
|--------------|--|-----------------------|--------------------------|--------------|--|-------------------|-------------------|------------------|-----------------|----------------|----------------|-------------|------------|-------------|----------------|------------|---------------|-----------|-------------------|----------|----------------|------------------|---------------|-----------------|-------------|--|--|
|              |  | <b>Social Studies</b> |                          | <b>6.7.B</b> | Economics: The student is expected to compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system. |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |  |  |
| <b>6.7.C</b> | Economics: The student is expected to understand the importance of ethics in maintaining a functional free enterprise system.  |                       |                          |              |  |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |  |  |
| <b>6.8.A</b> | Economics: The student is expected to define and give examples of agricultural, retail, manufacturing (goods), and service industries.   |                       |                          |              |  | ✓                 |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |  |  |
| <b>6.8.B</b> | Economics: The student is expected to describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.   |                       |                          |              |  |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |  |  |
| <b>6.9</b>   | Government: The student is expected to describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited); identify reasons for limiting the power of government; and identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups. |                       |                          |              |  |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |  |  |
| <b>6.10.</b> | Government: The student is expected to identify and give examples of governments with rule by one, few, or many; and compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and identify historical origins of democratic forms of government such as Ancient Greece.  |                       |                          |              |  |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |  |  |
| <b>6.11</b>  | Citizenship: The student is expected to describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.  |                       |                          |              |  |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |  |  |



**Mind Missions®**

**Texas Print**

6th Grade  
Standards Alignment

|                       |               | Towering Totem   | Confederation Constructi | Log Lifter | Pollutant Protector | Rainforest Rescue | Ancient Artifacts | Limestone Lifter | Sumerian Scribe | Dome Discovery | Pride Producer | Noble Nobel | Spicy Ship | Water Works | Stop the Slide | Salt Shoes | Shake Shelter | Wall Work | Southeast Shadows | Tet Tree | Gong Grapevine | Mangrove Message | Sahara Sipper | Tree Snake Trap | Sheep Saver |
|-----------------------|---------------|--|--------------------------|------------|---------------------|-------------------|-------------------|------------------|-----------------|----------------|----------------|-------------|------------|-------------|----------------|------------|---------------|-----------|-------------------|----------|----------------|------------------|---------------|-----------------|-------------|
| <b>Social Studies</b> | <b>6.12</b>   | Citizenship: The student is expected to identify and explain the duty of civic participation in societies with representative governments; and explain relationships among rights, responsibilities, and duties in societies with representative governments.  |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
|                       | <b>6.13.A</b> | Culture: The student is expected to identify and describe common traits that define cultures and culture regions.  |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
|                       | <b>6.13.B</b> | Culture: The student is expected to define a multicultural society.  |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
|                       | <b>6.13.C</b> | Culture: The student is expected to analyze the experiences and contributions of diverse groups to multicultural societies.  |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
|                       | <b>6.13.D</b> | Culture: The student is expected to identify and explain examples of conflict and cooperation between and among cultures.  | ✓                        |            |                     | ✓                 |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 | ✓           |
|                       | <b>6.14</b>   | Culture: The student is expected to identify institutions basic to all societies, including government, economic, educational, and religious institutions; compare characteristics of institutions in various contemporary societies; and analyze the efforts and activities institutions use to sustain themselves over time. |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          | ✓              | ✓                |               |                 |             |
|                       | <b>6.15.A</b> | Culture: The student is expected to identify and describe means of cultural diffusion such as trade, travel, and war.  | ✓                        |            |                     |                   |                   |                  |                 |                |                |             |            | ✓           |                |            |               |           |                   |          |                |                  |               |                 |             |
|                       | <b>6.15.B</b> | Culture: The student is expected to identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development.  |                          |            |                     |                   |                   |                  |                 |                |                |             |            | ✓           |                |            |               |           |                   |          |                |                  |               |                 | ✓           |
|                       | <b>6.15.C</b> | Culture: The student is expected to analyze the impact of improved communication technology among cultures.  |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
|                       | <b>6.15.D</b> | Culture: The student is expected to identify the impact of cultural diffusion on individuals and world societies.  |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |



Mind Missions®

Texas Print

6th Grade  
Standards Alignment

|                       |   | Towering Totem   | Confederation Constructi | Log Lifter | Pollutant Protector | Rainforest Rescue | Ancient Artifacts | Limestone Lifter | Sumerian Scribe | Dome Discovery | Pride Producer | Noble Nobel | Spicy Ship | Water Works | Stop the Slide | Salt Shoes | Shake Shelter | Wall Work | Southeast Shadows | Tet Tree | Gong Grapevine | Mangrove Message | Sahara Sipper | Tree Snake Trap | Sheep Saver |  |
|-----------------------|---|--|--------------------------|------------|---------------------|-------------------|-------------------|------------------|-----------------|----------------|----------------|-------------|------------|-------------|----------------|------------|---------------|-----------|-------------------|----------|----------------|------------------|---------------|-----------------|-------------|--|
| <b>Social Studies</b> | <b>6.16.A</b>   | Culture: The student is expected to explain the relationships that exist between societies and their architecture, art, music, and literature.   | ✓                        |            |                     |                   |                   | ✓                |                 | ✓              |                |             |            |             |                |            |               |           |                   | ✓        | ✓              |                  |               |                 |             |  |
|                       | <b>6.16.B</b>   | Culture: The student is expected to describe ways in which contemporary issues influence creative expressions.   |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |  |
|                       | <b>6.16.C</b>   | Culture: The student is expected to identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.   |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |  |
|                       | <b>6.17.A</b>   | Culture: The student is expected to explain the relationship among religious ideas, philosophical ideas, and cultures.   |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |  |
|                       | <b>6.17.B</b>   | Culture: The student is expected to explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies. |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |  |
|                       | <b>6.18.A</b>   | Science, Technology, and Society: The student is expected to identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world.  |                          |            |                     |                   |                   |                  |                 |                |                |             | ✓          |             |                |            |               |           |                   |          |                |                  |               |                 |             |  |
|                       | <b>6.18.B</b>   | Science, Technology, and Society: The student is expected to explain how resources, economic factors, and political decisions affect the use of technology.  |                          |            |                     | ✓                 | ✓                 |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  | ✓             |                 |             |  |
| <b>6.18.C</b>         | Science, Technology, and Society: The student is expected to make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations. |  |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |  |



# Mind Missions®

## Texas Print

### 6th Grade Standards Alignment

|                       |               | Towering Totem  | Confederation Constructi | Log Lifter | Pollutant Protector | Rainforest Rescue | Ancient Artifacts | Limestone Lifter | Sumerian Scribe | Dome Discovery | Pride Producer | Noble Nobel | Spicy Ship | Water Works | Stop the Slide | Salt Shoes | Shake Shelter | Wall Work | Southeast Shadows | Tet Tree | Gong Grapevine | Mangrove Message | Sahara Sipper | Tree Snake Trap | Sheep Saver |
|-----------------------|---------------|---|--------------------------|------------|---------------------|-------------------|-------------------|------------------|-----------------|----------------|----------------|-------------|------------|-------------|----------------|------------|---------------|-----------|-------------------|----------|----------------|------------------|---------------|-----------------|-------------|
| <b>Social Studies</b> | <b>6.19.A</b> | Social Studies Skills: The student is expected to differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures.  | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           |
|                       | <b>6.19.B</b> | Social Studies Skills: The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.                        | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           |
|                       | <b>6.19.C</b> | Social Studies Skills: The student is expected to organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.   |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
|                       | <b>6.19.D</b> | Social Studies Skills: The student is expected to identify different points of view about an issue or current topic.  | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           |
|                       | <b>6.20.A</b> | Social Studies Skills: The student is expected to answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located? |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
|                       | <b>6.20.B</b> | Social Studies Skills: The student is expected to pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.  |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
|                       | <b>6.20.C</b> | Social Studies Skills: The student is expected to compare various world regions and countries using data from maps, graphs, and charts.   |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |



Mind Missions®

Texas Print

6th Grade  
Standards Alignment

|                       |               | Towering Totem  | Confederation Constructi | Log Lifter | Pollutant Protector | Rainforest Rescue | Ancient Artifacts | Limestone Lifter | Sumerian Scribe | Dome Discovery | Pride Producer | Noble Nobel | Spicy Ship | Water Works | Stop the Slide | Salt Shoes | Shake Shelter | Wall Work | Southeast Shadows | Tet Tree | Gong Grapevine | Mangrove Message | Sahara Sipper | Tree Snake Trap | Sheep Saver |   |
|-----------------------|---------------|---|--------------------------|------------|---------------------|-------------------|-------------------|------------------|-----------------|----------------|----------------|-------------|------------|-------------|----------------|------------|---------------|-----------|-------------------|----------|----------------|------------------|---------------|-----------------|-------------|---|
| <b>Social Studies</b> | <b>6.20.D</b> | Social Studies Skills: The student is expected to create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.   |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |   |
|                       | <b>6.21.A</b> | Social Studies Skills: The student is expected to use social studies terminology correctly.   | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |
|                       | <b>6.21.B</b> | Social Studies Skills: The student is expected to incorporate main and supporting ideas in verbal and written communication based on research.  | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |
|                       | <b>6.21.C</b> | Social Studies Skills: The student is expected to express ideas orally based on research and experiences.   | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |
|                       | <b>6.21.D</b> | Social Studies Skills: The student is expected to create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research.  | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |
|                       | <b>6.21.E</b> | Social Studies Skills: The student is expected to use effective written communication skills, including proper citations to avoid plagiarism.   | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |
|                       | <b>6.22</b>   | Social Studies Skills: The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |
|                       | <b>6.1.A</b>  | Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to listen actively, ask relevant questions to clarify information, and respond appropriately.  | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |



**Mind Missions®**

**Texas Print**

6th Grade  
Standards Alignment

|                       |              | Towering Totem  | Confederation Constructi | Log Lifter | Pollutant Protector | Rainforest Rescue | Ancient Artifacts | Limestone Lifter | Sumerian Scribe | Dome Discovery | Pride Producer | Noble Nobel | Spicy Ship | Water Works | Stop the Slide | Salt Shoes | Shake Shelter | Wall Work | Southeast Shadows | Tet Tree | Gong Grapevine | Mangrove Message | Sahara Sipper | Tree Snake Trap | Sheep Saver |
|-----------------------|--------------|---|--------------------------|------------|---------------------|-------------------|-------------------|------------------|-----------------|----------------|----------------|-------------|------------|-------------|----------------|------------|---------------|-----------|-------------------|----------|----------------|------------------|---------------|-----------------|-------------|
| <b>Social Studies</b> | <b>6.1.B</b> | Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to follow, restate, and give oral instructions that include multiple action steps.   | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           |
|                       | <b>6.1.C</b> | Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.  | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           |
|                       | <b>6.1.D</b> | Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.   | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           |
|                       | <b>6.2.A</b> | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.  | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           |
|                       | <b>6.2.B</b> | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to use context such as definition, analogy, and examples to clarify the meaning of words.   | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           |
|                       | <b>6.2.C</b> | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus. |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |





# Mind Missions®

## Texas Print

### 6th Grade Standards Alignment

|                       |              | Towering Totem   | Confederation Constructi | Log Lifter | Pollutant Protector | Rainforest Rescue | Ancient Artifacts | Limestone Lifter | Sumerian Scribe | Dome Discovery | Pride Producer | Noble Nobel | Spicy Ship | Water Works | Stop the Slide | Salt Shoes | Shake Shelter | Wall Work | Southeast Shadows | Tet Tree | Gong Grapevine | Mangrove Message | Sahara Sipper | Tree Snake Trap | Sheep Saver |   |
|-----------------------|--------------|--|--------------------------|------------|---------------------|-------------------|-------------------|------------------|-----------------|----------------|----------------|-------------|------------|-------------|----------------|------------|---------------|-----------|-------------------|----------|----------------|------------------|---------------|-----------------|-------------|---|
| <b>Social Studies</b> | <b>6.3</b>   | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.   | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           |   |
|                       | <b>6.4</b>   | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.   | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |
|                       | <b>6.5.A</b> | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to establish purpose for reading assigned and self-selected texts.   | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |
|                       | <b>6.5.B</b> | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to generate questions about text before, during, and after reading to deepen understanding and gain information. | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |
|                       | <b>6.5.C</b> | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make and correct or confirm predictions using text features, characteristics of genre, and structures.        | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |
|                       | <b>6.5.D</b> | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to create mental images to deepen understanding.   | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |
|                       | <b>6.5.E</b> | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make connections to personal experiences, ideas in other texts, and society.                                  | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |



**Mind Missions®**

**Texas Print**

6th Grade  
Standards Alignment

|                       |              | Towering Totem   | Confederation Constructi | Log Lifter | Pollutant Protector | Rainforest Rescue | Ancient Artifacts | Limestone Lifter | Sumerian Scribe | Dome Discovery | Pride Producer | Noble Nobel | Spicy Ship | Water Works | Stop the Slide | Salt Shoes | Shake Shelter | Wall Work | Southeast Shadows | Tet Tree | Gong Grapevine | Mangrove Message | Sahara Sipper | Tree Snake Trap | Sheep Saver |   |   |
|-----------------------|--------------|--|--------------------------|------------|---------------------|-------------------|-------------------|------------------|-----------------|----------------|----------------|-------------|------------|-------------|----------------|------------|---------------|-----------|-------------------|----------|----------------|------------------|---------------|-----------------|-------------|---|---|
| <b>Social Studies</b> | <b>6.5.F</b> | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make inferences and use evidence to support understanding.  | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |   |
|                       | <b>6.5.G</b> | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to evaluate details read to determine key ideas.   | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ | ✓ |
|                       | <b>6.5.H</b> | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to synthesize information to create new understanding.   | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ | ✓ |
|                       | <b>6.5.I</b> | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ | ✓ |
|                       | <b>6.6.I</b> | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to describe personal connections to a variety of sources, including self-selected texts.  | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ | ✓ |
|                       | <b>6.6.B</b> | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to write responses that demonstrate understanding of texts, including comparing sources within and across genre.  | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ | ✓ |



**Mind Missions®**

**Texas Print**

6th Grade  
Standards Alignment

|                       |              | Towering Totem   | Confederation Constructi | Log Lifter | Pollutant Protector | Rainforest Rescue | Ancient Artifacts | Limestone Lifter | Sumerian Scribe | Dome Discovery | Pride Producer | Noble Nobel | Spicy Ship | Water Works | Stop the Slide | Salt Shoes | Shake Shelter | Wall Work | Southeast Shadows | Tet Tree | Gong Grapevine | Mangrove Message | Sahara Sipper | Tree Snake Trap | Sheep Saver |   |   |
|-----------------------|--------------|--|--------------------------|------------|---------------------|-------------------|-------------------|------------------|-----------------|----------------|----------------|-------------|------------|-------------|----------------|------------|---------------|-----------|-------------------|----------|----------------|------------------|---------------|-----------------|-------------|---|---|
| <b>Social Studies</b> | <b>6.6.C</b> | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to use text evidence to support an appropriate response.  | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |   |
|                       | <b>6.6.D</b> | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to paraphrase and summarize texts in ways that maintain meaning and logical order.                        | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ | ✓ |
|                       | <b>6.6.E</b> | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ | ✓ |
|                       | <b>6.6.F</b> | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to respond using newly acquired vocabulary as appropriate.  | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ | ✓ |
|                       | <b>6.6.G</b> | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to discuss and write about the explicit or implicit meanings of text.                                     | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ | ✓ |
|                       | <b>6.6.H</b> | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to respond orally or in writing with appropriate register, vocabulary, tone, and voice.                   | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ | ✓ |
|                       | <b>6.6.I</b> | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to reflect on and adjust responses as new evidence is presented..   | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ | ✓ |



**Mind Missions®**

**Texas Print**

6th Grade  
Standards Alignment

|                       |                 | Towering Totem   | Confederation Constructi | Log Lifter | Pollutant Protector | Rainforest Rescue | Ancient Artifacts | Limestone Lifter | Sumerian Scribe | Dome Discovery | Pride Producer | Noble Nobel | Spicy Ship | Water Works | Stop the Slide | Salt Shoes | Shake Shelter | Wall Work | Southeast Shadows | Tet Tree | Gong Grapevine | Mangrove Message | Sahara Sipper | Tree Snake Trap | Sheep Saver |   |
|-----------------------|-----------------|--|--------------------------|------------|---------------------|-------------------|-------------------|------------------|-----------------|----------------|----------------|-------------|------------|-------------|----------------|------------|---------------|-----------|-------------------|----------|----------------|------------------|---------------|-----------------|-------------|---|
| <b>Social Studies</b> | <b>6.7</b>      | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.   |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |   |
|                       | <b>6.8.A</b>    | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths. |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |   |
|                       | <b>6.8.B</b>    | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms.                      |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |   |
|                       | <b>6.8.C</b>    | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to analyze how playwrights develop characters through dialogue and staging.  |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |   |
|                       | <b>6.8.D.i</b>  | ✓  | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |
|                       | <b>6.8.D.ii</b> | ✓  | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |



# Mind Missions®

## Texas Print

### 6th Grade Standards Alignment

|                       |                  | Towering Totem   | Confederation Constructi | Log Lifter | Pollutant Protector | Rainforest Rescue | Ancient Artifacts | Limestone Lifter | Sumerian Scribe | Dome Discovery | Pride Producer | Noble Nobel | Spicy Ship | Water Works | Stop the Slide | Salt Shoes | Shake Shelter | Wall Work | Southeast Shadows | Tet Tree | Gong Grapevine | Mangrove Message | Sahara Sipper | Tree Snake Trap | Sheep Saver |
|-----------------------|------------------|--|--------------------------|------------|---------------------|-------------------|-------------------|------------------|-----------------|----------------|----------------|-------------|------------|-------------|----------------|------------|---------------|-----------|-------------------|----------|----------------|------------------|---------------|-----------------|-------------|
| <b>Social Studies</b> | <b>6.8.D.iii</b> | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to analyze characteristics and structural elements of informational text, including organizational patterns such as definition, classification, advantage, and disadvantage. | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           |
|                       | <b>6.8.E</b>     | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics of argumentative text..   | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           |
|                       | <b>6.8.F</b>     | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics of multimodal and digital texts.  | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           |
|                       | <b>6.9.A</b>     | Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to explain the author's purpose and message within a text..                                     | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           |
|                       | <b>6.9.B</b>     | Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to discuss how the use of text structure contributes to the author's purpose.                   | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           |
|                       | <b>6.9.C</b>     | Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to discuss the author's use of print and graphic features to achieve specific purposes.         | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           |



**Mind Missions®**

**Texas Print**

6th Grade  
Standards Alignment

|        |  | Towering Totem | Confederation Constructi | Log Lifter  | Pollutant Protector | Rainforest Rescue | Ancient Artifacts | Limestone Lifter | Sumerian Scribe | Dome Discovery | Pride Producer | Noble Nobel | Spicy Ship | Water Works | Stop the Slide | Salt Shoes | Shake Shelter | Wall Work | Southeast Shadows | Tet Tree | Gong Grapevine | Mangrove Message | Sahara Sipper | Tree Snake Trap | Sheep Saver |
|--------|--|----------------|--------------------------|---|---------------------|-------------------|-------------------|------------------|-----------------|----------------|----------------|-------------|------------|-------------|----------------|------------|---------------|-----------|-------------------|----------|----------------|------------------|---------------|-----------------|-------------|
|        |  | Social Studies | 6.9.D                    | Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to describe how the author's use of figurative language such as metaphor and personification achieves specific purposes. |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
| 6.9.E  | Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose. |                |                          |   |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
| 6.9.F  | Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to discuss how the author's use of language contributes to voice  |                |                          |   |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
| 6.9.G  | Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to explain the differences between rhetorical devices and logical fallacies.  |                |                          |   |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
| 6.10.A | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.   |                |                          |   |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |



# Mind Missions®

## Texas Print

### 6th Grade Standards Alignment

|        |  | Towering Totem | Confederation Constructi | Log Lifter   | Pollutant Protector | Rainforest Rescue | Ancient Artifacts | Limestone Lifter | Sumerian Scribe | Dome Discovery | Pride Producer | Noble Nobel | Spicy Ship | Water Works | Stop the Slide | Salt Shoes | Shake Shelter | Wall Work | Southeast Shadows | Tet Tree | Gong Grapevine | Mangrove Message | Sahara Sipper | Tree Snake Trap | Sheep Saver |
|--------|--|----------------|--------------------------|--|---------------------|-------------------|-------------------|------------------|-----------------|----------------|----------------|-------------|------------|-------------|----------------|------------|---------------|-----------|-------------------|----------|----------------|------------------|---------------|-----------------|-------------|
|        |  | Social Studies | 6.10.B                   | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to develop drafts into a focused, structured, and coherent piece of writing. |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
| 6.10.C | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to revise drafts for clarity, development, organization, style, word choice, and sentence variety.   |                |                          |  |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
| 6.10.D | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to edit drafts with adult assistance using standard English conventions.   |                |                          |  |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
| 6.10.E | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to publish written work for appropriate audiences.   |                |                          |  |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
| 6.11.A | Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.   |                |                          |  |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |
| 6.11.B | Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft. |                | ✓                        | ✓  | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           |



# Mind Missions®

## Texas Print

### 6th Grade Standards Alignment

|                       |               | Towering Totem   | Confederation Constructi | Log Lifter | Pollutant Protector | Rainforest Rescue | Ancient Artifacts | Limestone Lifter | Sumerian Scribe | Dome Discovery | Pride Producer | Noble Nobel | Spicy Ship | Water Works | Stop the Slide | Salt Shoes | Shake Shelter | Wall Work | Southeast Shadows | Tet Tree | Gong Grapevine | Mangrove Message | Sahara Sipper | Tree Snake Trap | Sheep Saver |   |
|-----------------------|---------------|--|--------------------------|------------|---------------------|-------------------|-------------------|------------------|-----------------|----------------|----------------|-------------|------------|-------------|----------------|------------|---------------|-----------|-------------------|----------|----------------|------------------|---------------|-----------------|-------------|---|
| <b>Social Studies</b> | <b>6.11.C</b> | Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to compose multi-paragraph argumentative texts using genre characteristics and craft.   |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |   |
|                       | <b>6.11.D</b> | Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |   |
|                       | <b>6.12.A</b> | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to generate student-selected and teacher-guided questions for formal and informal inquiry.                                 | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |
|                       | <b>6.12.B</b> | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to develop and revise a plan.  | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |
|                       | <b>6.12.C</b> | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to refine the major research question, if necessary, guided by the answers to a secondary set of questions                 | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |
|                       | <b>6.12.D</b> | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to identify and gather relevant information from a variety of sources.   | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |
|                       | <b>6.12.E</b> | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to differentiate between primary and secondary sources.  | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |





**Mind Missions®**

**Texas Print**

6th Grade  
Standards Alignment

|                       |               | Towering Totem   | Confederation Constructi | Log Lifter | Pollutant Protector | Rainforest Rescue | Ancient Artifacts | Limestone Lifter | Sumerian Scribe | Dome Discovery | Pride Producer | Noble Nobel | Spicy Ship | Water Works | Stop the Slide | Salt Shoes | Shake Shelter | Wall Work | Southeast Shadows | Tet Tree | Gong Grapevine | Mangrove Message | Sahara Sipper | Tree Snake Trap | Sheep Saver |   |   |
|-----------------------|---------------|--|--------------------------|------------|---------------------|-------------------|-------------------|------------------|-----------------|----------------|----------------|-------------|------------|-------------|----------------|------------|---------------|-----------|-------------------|----------|----------------|------------------|---------------|-----------------|-------------|---|---|
| <b>Social Studies</b> | <b>6.12.F</b> | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to synthesize information from a variety of sources.   | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ |   |
|                       | <b>6.12.G</b> | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to differentiate between paraphrasing and plagiarism when using source materials.  |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |   |   |
|                       | <b>6.12.H</b> | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to examine sources for: reliability, credibility, and bias; and faulty reasoning such as hyperbole, emotional appeals, and stereotype. |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |   |   |
|                       | <b>6.12.I</b> | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to display academic citations and use source materials ethically.  |                          |            |                     |                   |                   |                  |                 |                |                |             |            |             |                |            |               |           |                   |          |                |                  |               |                 |             |   |   |
|                       | <b>6.12.J</b> | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.                                      | ✓                        | ✓          | ✓                   | ✓                 | ✓                 | ✓                | ✓               | ✓              | ✓              | ✓           | ✓          | ✓           | ✓              | ✓          | ✓             | ✓         | ✓                 | ✓        | ✓              | ✓                | ✓             | ✓               | ✓           | ✓ | ✓ |