imagine **edgenuity**

Standard ID	Standard Text	Edgenuity Lesson Name
CC.RL.6.	Reading Standards for Literature	
	Key Ideas and Details	
RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Introduction to Identity and Fitting In Narrative Structure in Holes That's Pretty Clever! Characters in The Number Devil Making Predictions in a Mystery: "Object Lesson" New Beginnings: Characters in Roll of Thunder, Hear My Cry Making Connections to Roll of Thunder, Hear My Cry Author's Craft in Wonder Monitoring Understanding in Wonder Characterization in Heart of a Samurai Plot Development in The Jungle Book Exploring Tone in Poetry Structure of a Drama: Blanca Flor Exploring Theme and Purpose in Blanca Flor
RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Making Connections to Roll of Thunder, Hear My Cry Author's Craft in Wonder Overcoming Obstacles: Word Choice in Heart of a Samurai Characterization in Heart of a Samurai Theme in The Jungle Book Caretakers of the Earth: Examining the Legend of The Chenoo Exploring Theme and Purpose in Blanca Flor

Standard ID	Standard Text	Edgenuity Lesson Name
RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Introduction to Identity and Fitting In Characters in Holes Narrative Structure in Holes That's Pretty Clever! Characters in The Number Devil New Beginnings: Characters in Roll of Thunder, Hear My Cry Overcoming Obstacles: Word Choice in Heart of a Samurai Understanding Mythology in Black Ships Before Troy Sensory Language in The Jungle Book Understanding Others: Analyzing Conflict in "Eleven"
RL.6.a.	Grade 6 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.	Caretakers of the Earth: Examining the Legend of The Chenoo Understanding Others: Analyzing Conflict in "Eleven" Structure of a Drama: Blanca Flor Exploring Theme and Purpose in Blanca Flor
RL.6.b.	Grade 6 students will analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.	Caretakers of the Earth: Examining the Legend of The Chenoo Understanding Others: Analyzing Conflict in "Eleven" Structure of a Drama: Blanca Flor Exploring Theme and Purpose in Blanca Flor

Standard ID	Standard Text	Edgenuity Lesson Name
RL.6.c.	Grade 6 students will compare a cultural value as portrayed in literature with a personal belief or value.	Introduction to Identity and Fitting In Caretakers of the Earth: Examining the Legend of The Chenoo Understanding Others: Analyzing Conflict in "Eleven" Structure of a Drama: Blanca Flor Exploring Theme and Purpose in Blanca Flor
	Craft and Structure	
RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Making Connections to Roll of Thunder, Hear My Cry Monitoring Understanding in Wonder Overcoming Obstacles: Word Choice in Heart of a Samurai Characterization in Heart of a Samurai Understanding Mythology in Black Ships Before Troy Growing Up: Narrative Voice in The Jungle Book Sensory Language in The Jungle Book
RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Bringing the 1930s to Life in Brighton Beach Memoirs Sensory Language in The Jungle Book
RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.	Bringing the 1930s to Life in Brighton Beach Memoirs Making Predictions in a Mystery: "Object Lesson" Growing Up: Narrative Voice in The Jungle Book

Standard ID	Standard Text	Edgenuity Lesson Name
	Integration of Knowledge and Ideas	
RL.6.7.	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Author's Craft in Wonder Structure of a Drama: Blanca Flor
RL.6.8.	(Not applicable to literature)	
RL.6.9.	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Structure of a Drama: Blanca Flor

Standard ID	Standard Text	Edgenuity Lesson Name
	Range of Reading and Level of Text Complexity	
RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Introduction to Identity and Fitting In Characters in Holes Narrative Structure in Holes Bringing the 1930s to Life in Brighton Beach Memoirs That's Pretty Clever! Characters in The Number Devil Making Predictions in a Mystery: "Object Lesson" New Beginnings: Characters in Roll of Thunder, Hear My Cry Making Connections to Roll of Thunder, Hear My Cry Author's Craft in Wonder Monitoring Understanding in Wonder Overcoming Obstacles: Word Choice in Heart of a Samurai Characterization in Heart of a Samurai Understanding Mythology in Black Ships Before Troy Growing Up: Narrative Voice in The Jungle Book Sensory Language in The Jungle Book Plot Development in The Jungle Book Theme in The Jungle Book Caretakers of the Earth: Examining the Legend of The Chenoo Exploring Tone in Poetry Understanding Others: Analyzing Conflict in "Eleven"

Standard ID	Standard Text	Edgenuity Lesson Name
CC.RI.6.	Reading Standards for Informational Text	
	Key Ideas and Details	
RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Details in a Middle Schooler's Personal Narrative Making Changes: Central Ideas in Immigrant Kids Ellis Island National Monument Online: Text and Visual Details Author's Viewpoint in Bone Detective Building and Creating: Distinguishing Fact from Opinion in an Essay Frida Kahlo: Word Choice in a Biography Connecting to Text in The Boy Who Harnessed the Wind Evaluating an Argument on Healthy Eating Cause-and-Effect Structure in A Black Hole Is NOT a Hole Analyzing Descriptions in A Black Hole Is NOT a Hole Making Connections in A Black Hole Is NOT a Hole Exploring Graphic Presentation in I Was Their American Dream Retelling History through Biography

Standard ID	Standard Text	Edgenuity Lesson Name
RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Details in a Middle Schooler's Personal Narrative Making Changes: Central Ideas in Immigrant Kids Ellis Island National Monument Online: Text and Visual Details Building and Creating: Distinguishing Fact from Opinion in an Essay Objective Language in a Speech about the Brooklyn Bridge Drawing Conclusions in A Black Hole Is NOT a Hole Exploring Graphic Presentation in I Was Their American Dream Connecting to a Fight Against Bullying
RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Details in a Middle Schooler's Personal Narrative Author's Viewpoint in Bone Detective Objective Language in a Speech about the Brooklyn Bridge Frida Kahlo: Word Choice in a Biography Connecting to Text in The Boy Who Harnessed the Wind Visual Text Features in Into the Unknown What's Out There: Exploring a Science Text in A Black Hole Is NOT a Hole Making Connections in A Black Hole Is NOT a Hole Drawing Conclusions in A Black Hole Is NOT a Hole Retelling History through Biography

Standard ID	Standard Text	Edgenuity Lesson Name
	Craft and Structure	
RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	Frida Kahlo: Word Choice in a Biography Visual Text Features in Into the Unknown What's Out There: Exploring a Science Text in A Black Hole Is NOT a Hole Exploring Tone in Poetry
RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Ellis Island National Monument Online: Cause-and-Effect Structure Analyzing a Text by Comparing and Contrasting Synthesizing Information about the Apollo 11 Moon Landing Frida Kahlo: Word Choice in a Biography Understanding Complex Information in A Black Hole Is NOT a Hole Cause-and-Effect Structure in A Black Hole Is NOT a Hole Analyzing Descriptions in A Black Hole Is NOT a Hole
RI.6.6.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Details in a Middle Schooler's Personal Narrative Ellis Island National Monument Online: Cause-and-Effect Structure Author's Viewpoint in Bone Detective Building and Creating: Distinguishing Fact from Opinion in an Essay Frida Kahlo: Word Choice in a Biography Evaluating an Argument on Healthy Eating Text Structure in "A Student's Guide to Global Climate Change" Exploring Graphic Presentation in I Was Their American Dream

Standard ID	Standard Text	Edgenuity Lesson Name
	Integration of Knowledge and Ideas	
RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Responding to Word Choice in a Narrative Ellis Island National Monument Online: Text and Visual Details Synthesizing Information about the Apollo 11 Moon Landing Connecting to Text in The Boy Who Harnessed the Wind Visual Text Features in Into the Unknown Cause-and-Effect Structure in A Black Hole Is NOT a Hole Analyzing Descriptions in A Black Hole Is NOT a Hole Making Connections in A Black Hole Is NOT a Hole Drawing Conclusions in A Black Hole Is NOT a Hole Exploring Graphic Presentation in I Was Their American Dream
RI.6.8.	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Evaluating an Argument on Healthy Eating
RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Synthesizing Information about the Apollo 11 Moon Landing
RI.6.a.	Students in grades 6, 7, and 8 will distinguish between primary and secondary sources.	Writing an Informative Essay about the Immigrant Experience Synthesizing Information about the Apollo 11 Moon Landing Retelling History through Biography
RI.6.b.	Students in grades 6, 7, and 8 will describe how the media use propaganda, bias, and stereotyping to influence audiences.	Synthesizing Information about the Apollo 11 Moon Landing

Standard ID	Standard Text	Edgenuity Lesson Name
	Range of Reading and Level of Text Complexity	
RI.6.10.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Details in a Middle Schooler's Personal Narrative
		Responding to Word Choice in a Narrative
		Making Changes: Central Ideas in Immigrant Kids
		Ellis Island National Monument Online: Text and Visual Details
		Ellis Island National Monument Online: Cause-and-Effect Structure
		Author's Viewpoint in Bone Detective
		Synthesizing Information about the Apollo 11 Moon Landing
		Building and Creating: Distinguishing Fact from Opinion in an Essay
		Objective Language in a Speech about the Brooklyn Bridge
		Frida Kahlo: Word Choice in a Biography
		Connecting to Text in The Boy Who Harnessed the Wind
		Visual Text Features in Into the Unknown
		Evaluating an Argument on Healthy Eating
		Text Structure in "A Student's Guide to Global Climate Change"
		What's Out There: Exploring a Science Text in A Black Hole Is NOT a Hole
		Understanding Complex Information in A Black Hole Is NOT a Hole
		Cause-and-Effect Structure in A Black Hole Is NOT a Hole
		Analyzing Descriptions in A Black Hole Is NOT a

Standard ID	Standard Text	Edgenuity Lesson Name
CC.W.6.	Writing Standards	
	Text Types and Purposes	
W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.	
W.6.1(a)	Introduce claim(s) and organize the reasons and evidence clearly.	Writing an Argument about a National Landmark Writing an Argumentative Essay about a Tradition Writing an Argumentative Essay about an Injustice
W.6.1(b)	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Writing an Argument about a National Landmark Writing an Argumentative Essay about a Tradition Writing an Argumentative Essay about an Injustice
W.6.1(c)	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Writing an Argument about a National Landmark Writing an Argumentative Essay about a Tradition Writing an Argumentative Essay about an Injustice
W.6.1(d)	Establish and maintain a formal style.	Writing an Argument about a National Landmark Writing an Argumentative Essay about an Injustice
W.6.1(e)	Provide a concluding statement or section that follows from the argument presented.	Writing an Argument about a National Landmark Writing an Argumentative Essay about an Injustice

Standard ID	Standard Text	Edgenuity Lesson Name
W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Analyzing a Text by Comparing and Contrasting Responding to Facts in an Informational Text Writing an Analysis of Literary Characters Responding to Theme and Character in a Narrative Analyzing Procedural Text
W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Responding to Quotations in an Informational Text Analyzing a Text by Comparing and Contrasting Responding to Facts in an Informational Text Writing an Analysis of Literary Characters Responding to Theme and Character in a Narrative Analyzing Procedural Text Writing for Your Audience
W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.	Analyzing a Text by Comparing and Contrasting Writing an Analysis of Literary Characters Responding to Theme and Character in a Narrative Analyzing Procedural Text
W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writing an Analysis of Literary Characters Responding to Theme and Character in a Narrative Analyzing Procedural Text Writing for Your Audience

Standard ID	Standard Text	Edgenuity Lesson Name
W.6.2(e)	Establish and maintain a formal style.	Writing an Analysis of Literary Characters Writing for Your Audience
W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.	Writing an Analysis of Literary Characters
W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Writing a Strong Conclusion Ordering Events in a Personal Narrative
W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Writing a Strong Conclusion Ordering Events in a Personal Narrative
W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Ordering Events in a Personal Narrative
W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Responding to Word Choice in a Narrative Ordering Events in a Personal Narrative
W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.	Writing a Strong Conclusion Ordering Events in a Personal Narrative
	Production and Distribution of Writing	
W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Writing an Informative Essay about the Immigrant Experience Responding to Facts in an Informational Text Writing an Argument about a National Landmark Writing a Strong Conclusion Ordering Events in a Personal Narrative Analyzing Procedural Text Writing for Your Audience

Standard ID	Standard Text	Edgenuity Lesson Name
W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Writing an Informative Essay about the Immigrant Experience Writing an Argument about a National Landmark Writing an Analysis of Literary Characters Analyzing Procedural Text
W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Writing an Informative Essay about the Immigrant Experience Writing an Argument about a National Landmark
	Research to Build and Present Knowledge	
W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Writing an Informative Essay about the Immigrant Experience
W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Responding to Quotations in an Informational Text Writing an Informative Essay about the Immigrant Experience
W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.6.9(a)	Apply grade 6 reading standards to literature (e.g., ''Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics'').	Analyzing a Text by Comparing and Contrasting
W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').	Responding to Quotations in an Informational Text Analyzing a Text by Comparing and Contrasting Responding to Facts in an Informational Text

Standard ID	Standard Text	Edgenuity Lesson Name
	Range of Writing	
W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Writing an Informative Essay about the Immigrant Experience Writing an Argument about a National Landmark Writing an Analysis of Literary Characters Responding to Theme and Character in a Narrative Writing an Argumentative Essay about a Tradition Writing an Argumentative Essay about an Injustice
CC.SL.6.	Speaking and Listening Standards	
	Comprehension and Collaboration	
SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Group Discussion
SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Group Discussion
SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Group Discussion
SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Group Discussion
SL.6.2.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	

Confidential

Standard ID	Standard Text	Edgenuity Lesson Name
SL.6.3.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Group Discussion
	Presentation of Knowledge and Ideas	
SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Group Discussion Creating a Multimedia Presentation
SL.6.5.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Creating a Multimedia Presentation
SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
SL.6.a.	Students in grades 6, 7, and 8 will understand the influence of heritage language in English speech patterns.	
SL.6.b.	Students in grades 6, 7, and 8 will orally compare and contrast accounts of the same event and text.	Group Discussion
SL.6.c.	Students in grades 6, 7, and 8 will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.	Group Discussion
CC.L.6.	Language Standards	
	Language	
	Conventions of Standard English	
L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.6.1(a)	Ensure that pronouns are in the proper case (subjective, objective, possessive).	Pronouns
L.6.1(b)	Use intensive pronouns (e.g., myself, ourselves).	Pronouns
L.6.1(c)	Recognize and correct inappropriate shifts in pronoun number and person.	Pronouns

Standard ID	Standard Text	Edgenuity Lesson Name
L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Pronouns
L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Sentence Patterns Writing a Strong Conclusion Pronouns
L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Punctuation and Capitalization
L.6.2(b)	Spell correctly.	Punctuation and Capitalization
	Knowledge of Language	
L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.	Sentence Patterns Group Discussion Creating a Multimedia Presentation
L.6.3(b)	Maintain consistency in style and tone.	Sentence Patterns Group Discussion Creating a Multimedia Presentation

Standard ID	Standard Text	Edgenuity Lesson Name
	Vocabulary Acquisition and Use	
L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	
L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Context Clues and Multiple-Meaning Words Denotation and Connotation Understanding Complex Information in A Black Hole Is NOT a Hole Understanding Greek and Latin Affixes and Roots
L.6.4(b)	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Understanding Greek and Latin Affixes and Roots
L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Using Reference Materials
L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Using Reference Materials
L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.6.5(a)	Interpret figures of speech (e.g., personification) in context.	Making Connections to Roll of Thunder, Hear My Cry Exploring Word Relationships and Figurative Language
L.6.5(b)	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Exploring Word Relationships and Figurative Language
L.6.5(c)	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	Denotation and Connotation

Standard ID	Standard Text	Edgenuity Lesson Name
L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Denotation and Connotation