

Standard ID	Standard Text	Edgenuity Lesson Name
R	Reading	
RL	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.	<p>Introduction to Identity and Fitting In            Characters in <i>Holes</i>            Narrative Structure in <i>Holes</i>            That's Pretty Clever! Characters in <i>The Number Devil</i>            Making Predictions in a Mystery: "Object Lesson"            Understanding Suspense in a Mystery: "Object Lesson"            Perseverance and Making Sense: <i>Through the Looking Glass</i>            Figurative Language in <i>Through the Looking Glass</i>            Making Inferences about Events in <i>Through the Looking Glass</i>            Word Choice and Tone in <i>Through the Looking Glass</i>            Characters in <i>Through the Looking Glass</i>            Symbols in <i>Through the Looking Glass</i>            Theme in <i>Through the Looking Glass</i>            Making Connections to Roll of Thunder, Hear My Cry            Figurative Language in a Poem about the Empire State Building            Author's Craft in <i>Wonder</i>            Monitoring Understanding in <i>Wonder</i>            Character Development in <i>Esperanza Rising</i>            Characterization in <i>Heart of a Samurai</i>            Plot Development in <i>The Jungle Book</i>            Narrative Point of View in <i>Seedfolks</i>            Exploring Tone in Poetry            Wordplay in <i>The Phantom Tollbooth</i>            Structure of a Drama: <i>Blanca Flor</i>            Exploring Theme and Purpose in <i>Blanca Flor</i></p>

Standard ID	Standard Text	Edgenuity Lesson Name
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.	<p>Theme in <i>Through the Looking Glass</i>            Author's Craft in <i>Wonder</i>            Overcoming Obstacles: Word Choice in <i>Heart of a Samurai</i>            Characterization in <i>Heart of a Samurai</i>            Theme in <i>The Jungle Book</i>            Caretakers of the Earth: Examining a Legend from <i>When the Chenoo Howls</i>            Making Connections to Roll of Thunder, Hear My Cry            Characters' Perspectives in <i>The Phantom Tollbooth</i>            Exploring Theme and Purpose in <i>Blanca Flor</i></p>
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.	<p>Introduction to Identity and Fitting In ("The All-American Slurp")            Narrative Structure in <i>Holes</i>            That's Pretty Clever! Characters in <i>The Number Devil</i>            Perseverance and Making Sense: <i>Through the Figurative Language in Through the Looking Glass</i>            Characters in <i>Through the Looking Glass</i>            Character Development in <i>Esperanza Rising</i>            Overcoming Obstacles: Word Choice in <i>Heart of a Samurai</i>            Understanding Mythology in <i>Black Ships Before Troy</i>            Sensory Language in <i>The Jungle Book</i>            New Beginnings: Characters in <i>Roll of Thunder, Hear My Cry</i>            Understanding Others: Analyzing Conflict in "Eleven"</p>

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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.	<p>Responding to Word Choice in a Narrative (Writing)</p> <p>Perseverance and Making Sense: <i>Through the Looking Glass</i></p> <p>Figurative Language in <i>Through the Looking Glass</i></p> <p>Making Inferences about Events in <i>Through the Looking Glass</i></p> <p>Word Choice and Tone in <i>Through the Looking Glass</i></p> <p>Symbols in <i>Through the Looking Glass</i></p> <p>Theme in <i>Through the Looking Glass</i></p> <p>Making Connections to <i>Roll of Thunder, Hear My Cry</i></p> <p>Figurative Language in a Poem about the Empire State Building</p> <p>Monitoring Understanding in <i>Wonder</i></p> <p>Overcoming Obstacles: Word Choice in <i>Heart of a Samurai</i></p> <p>Characterization in <i>Heart of a Samurai</i></p> <p>Understanding Mythology in <i>Black Ships Before Troy</i></p> <p>Growing Up: Narrative Voice in <i>The Jungle Book</i></p> <p>Sensory Language in <i>The Jungle Book</i></p> <p>Comparing Prose and Poetry: Rudyard Kipling's "If"</p> <p>Wordplay in <i>The Phantom Tollbooth</i></p> <p>Characters' Perspectives in <i>The Phantom Tollbooth</i></p>

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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.	Narrative Structure in <i>Holes</i> Bringing the 1930s to Life in <i>Brighton Beach Memoirs</i> Understanding Suspense in a Mystery: "Object Lesson" Perseverance and Making Sense: <i>Through the Looking Glass</i> Word Choice and Tone in <i>Through the Looking Glass</i> Sensory Language in <i>The Jungle Book</i> Comparing Prose and Poetry: Rudyard Kipling's "If"
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 <i>Brighton Beach Memoirs</i> Making Predictions in a Mystery: "Object Lesson" Growing Up: Narrative Voice in <i>The Jungle Book</i> Narrative Point of View in <i>Seedfolks</i> Characters' Perspectives in <i>The Phantom Tollbooth</i>
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.	Perseverance and Making Sense: Through the Looking Glass Author's Craft in <i>Wonder</i> Structure of a Drama: <i>Blanca Flor</i>
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.	Comparing Prose and Poetry: Rudyard Kipling's "If" New Beginnings: Characters in Roll of Thunder, Hear My Cry Structure of a Drama: <i>Blanca Flor</i>

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.	<p>Introduction to Identity and Fitting In</p> <p>Characters in <i>Holes</i></p> <p>Narrative Structure in <i>Holes</i></p> <p>Bringing the 1930s to Life in <i>Brighton Beach Memoirs</i></p> <p>That's Pretty Clever! Characters in <i>The Number Devil</i></p> <p>Making Predictions in a Mystery: "Object Lesson"</p> <p>Understanding Suspense in a Mystery: "Object Lesson"</p> <p>Perseverance and Making Sense: <i>Through the Looking Glass</i></p> <p>Figurative Language in <i>Through the Looking Glass</i></p> <p>Making Inferences about Events in <i>Through the Looking Glass</i></p> <p>Word Choice and Tone in <i>Through the Looking Glass</i></p> <p>Characters in <i>Through the Looking Glass</i></p> <p>Symbols in <i>Through the Looking Glass</i></p> <p>Writing an Analysis of Poetry</p> <p>Figurative Language in a Poem about the Empire State Building</p> <p>Author's Craft in <i>Wonder</i></p> <p>Monitoring Understanding in <i>Wonder</i></p> <p>Character Development in <i>Esperanza Rising</i></p> <p>Overcoming Obstacles: Word Choice in <i>Heart of a Samurai</i></p> <p>Characterization in <i>Heart of a Samurai</i></p>

Standard ID	Standard Text	Edgenuity Lesson Name
RL.6.10	<p>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.</p> <p><i>(Cont'd.)</i></p>	<p>Understanding Mythology in <i>Black Ships Before Troy</i></p> <p>Growing Up: Narrative Voice in <i>The Jungle Book</i></p> <p>Sensory Language in <i>The Jungle Book</i></p> <p>Plot Development in <i>The Jungle Book</i></p> <p>Theme in <i>The Jungle Book</i></p> <p>Comparing Prose and Poetry: Rudyard Kipling's "If"</p> <p>Caretakers of the Earth: Examining a Legend from <i>When the Chenoo Howls</i></p> <p>New Beginnings: Characters in <i>Roll of Thunder, Hear My Cry</i></p> <p>Making Connections to <i>Roll of Thunder, Hear My Cry</i></p> <p>Narrative Point of View in <i>Seedfolks</i></p> <p>Exploring Tone in Poetry</p> <p>Understanding Others: Analyzing Conflict in "Eleven"</p> <p>Wordplay in <i>The Phantom Tollbooth</i></p> <p>Characters' Perspectives in <i>The Phantom Tollbooth</i></p> <p>Structure of a Drama: <i>Blanca Flor</i></p> <p>Exploring Theme and Purpose in <i>Blanca Flor</i></p>

Standard ID	Standard Text	Edgenuity Lesson Name
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RI	<b>Informational Text</b> Key Ideas and Details	
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RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
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Setting in *A Girl Named Zippy*  
 Making Changes: Central Ideas in *Immigrant Kids*  
 Ellis Island National Monument Online: Text and Visual Details  
 Ellis Island National Monument Online: Asking Questions  
 Author's Viewpoint in *Bone Detective*  
 Building and Creating: Distinguishing Fact from Opinion in an Essay  
 Text Features in *A Short Walk Around the Pyramids and Through the World of Art*  
*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*  
 Questioning in *A Black Hole Is Not a Hole*  
 Making Tough Choices: Exploring Graphic Treatment in Citizenship  
 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.	<p>Details in a Middle Schooler's Personal Narrative (<i>Chicken Soup for the Soul: Teens Talk Middle School</i>)</p> <p>Making Changes: Central Ideas in <i>Immigrant Kids</i></p> <p>Ellis Island National Monument Online: Text and Visual Details</p> <p>Ellis Island National Monument Online: Asking Questions</p> <p>Building and Creating: Distinguishing Fact from Opinion in an Essay</p> <p>Objective Language in a Speech about the Brooklyn Bridge</p> <p>Text Features in <i>A Short Walk Around the Pyramids and Through the World of Art</i></p> <p>Drawing Conclusions in <i>A Black Hole Is NOT a Hole</i></p> <p>Making Tough Choices: Exploring Graphic Treatment in Citizenship</p> <p>Comparing Author's Purposes in News Articles</p>



Standard ID	Standard Text	Edgenuity Lesson Name
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).	<p>Details in a Middle Schooler's Personal Narrative  <i>(Chicken Soup for the Soul: Teens Talk Middle School)</i>            Setting in <i>A Girl Named Zippy</i>            Ellis Island National Monument Online: Asking Questions            Author's Viewpoint in <i>Bone Detective</i>            Objective Language in a Speech about the Brooklyn Bridge            Text Features in <i>A Short Walk Around the Pyramids and Through the World of Art</i>  <i>Frida Kahlo</i> : Word Choice in a Biography            Connecting to Text in <i>The Boy Who Harnessed the Wind</i>            Visual Text Features in <i>Into the Unknown</i>            Connecting to an Informational Text: <i>Steve and Bindi Irwin</i>            What's Out There: Exploring a Science Text in <i>A Black Hole Is NOT a Hole</i>            Making Connections in <i>A Black Hole Is Not a Hole</i>            Drawing Conclusions in <i>A Black Hole Is NOT a Hole</i>            Conveying Theme through an Interview            Retelling History through Biography</p>
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<p><i>Frida Kahlo</i>: Word Choice in a Biography            Visual Text Features in <i>Into the Unknown</i>            What's Out There: Exploring a Science Text in <i>A Black Hole Is NOT a Hole</i>            Exploring Tone in Poetry</p>

Standard ID	Standard Text	Edgenuity Lesson Name
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.	<p>Setting in <i>A Girl Named Zippy</i>            Ellis Island National Monument Online: Cause-and-Effect Structure            Analyzing a Text by Comparing and Contrasting            Synthesizing Information about the <i>Apollo 11</i> Moon Landing            Text Features in <i>A Short Walk Around the Pyramids and Through the World of Art</i>  <i>Frida Kahlo</i> : Word Choice in a Biography            Connecting to an Informational Text: <i>Steve and Bindi Irwin</i>            Understanding Complex Information in <i>A Black Hole Is NOT a Hole</i>            Cause-and-Effect Structure in <i>A Black Hole Is NOT a Hole</i>            Analyzing Descriptions in <i>A Black Hole Is NOT a Hole</i>            Conveying Theme through an Interview</p>
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<p>Setting in <i>A Girl Named Zippy</i>            Ellis Island National Monument Online: Cause-and-Effect Structure            Author's Viewpoint in <i>Bone Detective</i>            Building and Creating: Distinguishing Fact from Opinion in an Essay  <i>Frida Kahlo</i> : Word Choice in a Biography            Evaluating an Argument on Healthy Eating            Connecting to an Informational Text: <i>Steve and Bindi Irwin</i>            Text Structure in "A Student's Guide to Global Climate Change"            Making Tough Choices: Exploring Graphic Treatment in Citizenship            Conveying Theme through an Interview</p>

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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.	<p>Details in a Middle Schooler's Personal Narrative</p> <p>Ellis Island National Monument Online: Text and Visual Details</p> <p>Synthesizing Information about the <i>Apollo 11</i> Moon Landing</p> <p>Text Features in <i>A Short Walk Around the Pyramids and Through the World of Art</i></p> <p>Connecting to Text in <i>The Boy Who Harnessed the Wind</i></p> <p>Visual Text Features in <i>Into the Unknown</i></p> <p>Cause-and-Effect Structure in <i>A Black Hole Is NOT a Hole</i></p> <p>Analyzing Descriptions in <i>A Black Hole Is NOT a Hole</i></p> <p>Making Connections in <i>A Black Hole Is Not a Hole</i></p> <p>Questioning in <i>A Black Hole Is Not a Hole</i></p> <p>Drawing Conclusions in <i>A Black Hole Is NOT a Hole</i></p> <p>Making Tough Choices: Exploring Graphic Treatment in <i>Citizenship</i></p>
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.	<p>Evaluating an Argument on Healthy Eating (“Healthy Eating: Small Changes Can Equal Big Results”)</p>
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).	<p>Synthesizing Information about the Apollo 11 Moon Landing (Team Moon: How 400,000 People Landed Apollo 11 on the Moon; Paired with NASA article about moon landing )</p>

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	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.	<p>Details in a Middle Schooler's Personal Narrative</p> <p>Setting in <i>A Girl Named Zippy</i></p> <p>Making Changes: Central Ideas in <i>Immigrant Kids</i></p> <p>Ellis Island National Monument Online: Text and Visual Details</p> <p>Ellis Island National Monument Online: Cause-and-Effect Structure</p> <p>Ellis Island National Monument Online: Asking Questions</p> <p>Author's Viewpoint in <i>Bone Detective</i></p> <p>Synthesizing Information about the <i>Apollo 11</i> Moon Landing</p> <p>Building and Creating: Distinguishing Fact from Opinion in an Essay</p> <p>Objective Language in a Speech about the Brooklyn Bridge</p> <p>Text Features in <i>A Short Walk Around the Pyramids and Through the World of Art</i></p> <p><i>Frida Kahlo</i> : Word Choice in a Biography</p> <p>Connecting to Text in <i>The Boy Who Harnessed the Wind</i></p> <p>Visual Text Features in <i>Into the Unknown</i></p> <p>Evaluating an Argument on Healthy Eating</p> <p>Connecting to an Informational Text: <i>Steve and Bindi Irwin</i></p> <p>Text Structure in "A Student's Guide to Global Climate Change"</p> <p>What's Out There: Exploring a Science Text in <i>A Black Hole Is NOT a Hole</i></p> <p>Understanding Complex Information in <i>A Black Hole Is NOT a Hole</i></p> <p>Cause-and-Effect Structure in <i>A Black Hole Is NOT a Hole</i></p> <p>Analyzing Descriptions in <i>A Black Hole Is NOT a Hole</i></p>

Standard ID	Standard Text	Edgenuity Lesson Name
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. (Cont'd.)	Making Connections in <i>A Black Hole Is Not a Hole</i> Questioning in <i>A Black Hole Is Not a Hole</i> Drawing Conclusions in <i>A Black Hole Is NOT a Hole</i> Making Tough Choices: Exploring Graphic Treatment in Citizenship Comparing Author's Purposes in News Articles  Conveying Theme through an Interview Retelling History through Biography
<b>W</b>	<b>Writing</b>	
	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 Creating a Public Service Advertisement
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 Creating a Public Service Advertisement
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 Creating a Public Service Advertisement

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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
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 Creating a Yearbook Page Writing an Analysis of Poetry Responding to Facts in an Informational Text Creating a Text Trailer Responding to Theme and Character in a Narrative Analyzing Procedural Text Writing an Informative Essay about Nature Writing a Thank-You Letter
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 Writing an Analysis of Poetry Responding to Facts in an Informational Text Creating a Text Trailer Writing an Analysis of Literary Characters Responding to Theme and Character in a Narrative Analyzing a Procedural Text Writing an Informative Essay about Nature Writing for Your Audience Writing a Thank-You Letter

Standard ID	Standard Text	Edgenuity Lesson Name
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 on Poetry Creating a Text Trailer Writing an Analysis of Literary Characters Responding to Theme and Character in a Narrative Analyzing Procedural Text Writing an Informative Essay about Nature Writing a Thank-You Letter
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writing an Analysis of Poetry Creating a Text Trailer Writing an Analysis of Literary Characters Responding to Theme and Character in a Narrative Analyzing Procedural Text Writing an Informative Essay about Nature Writing for Your Audience Writing a Thank-You Letter
W.6.2.e	Establish and maintain a formal style.	Writing an Analysis of Poetry Writing an Analysis of Literary Characters Writing an Informative Essay about Nature Writing for Your Audience Writing a Thank-You Letter
W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.	Writing an Analysis of Poetry Creating a Text Trailer Writing a Analysis of Literary Characters Writing an Informative Essay about Nature Writing a Thank-You Letter
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 Personal Narrative about Fitting In Writing a Strong Conclusion Ordering Events in a Personal Narrative

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W.6.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Writing a Personal Narrative about Fitting In 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.	Writing a Personal Narrative about Fitting In 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 Writing a Personal Narrative about Fitting In Ordering Events in a Personal Narrative
W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.	Writing a Personal Narrative about Fitting In Writing a Strong Conclusion Ordering Events in a Personal Narrative
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing an Informative Essay about the Immigrant Experience Creating a Yearbook Page Writing an Analysis of Poetry 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 Creating a Public Service Advertisement



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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 Writing an Informative Essay about Nature
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 Writing an Informative Essay about Nature
<b>Research to Build and Present Knowledge</b>		
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 Creating a Text Trailer Creating a Public Service Advertisement
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 Creating a Yearbook Page
<b>W.6.9</b>		
W.6.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).	Responding to Word Choice in a Narrative Analyzing a Text by Comparing and Contrasting Writing an Analysis of Poetry

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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”).	<p>Responding to Quotations in an Informational Text</p> <p>Analyzing a Text by Comparing and Contrasting</p> <p>Responding to Facts in an Informational Text</p>
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.	<p>Writing a Personal Narrative about Fitting In</p> <p>Writing an Informative Essay about the Immigrant Experience</p> <p>Creating a Yearbook Page</p> <p>Writing an Analysis of Poetry</p> <p>Writing an Argument about a National Landmark</p> <p>Creating a Text Trailer</p> <p>Writing an Analysis of Literary Characters</p> <p>Responding to Theme and Character in a Narrative</p> <p>Writing an Argumentative Essay about a Tradition</p> <p>Creating a Blog</p> <p>Writing an Informative Essay about Nature</p> <p>Writing an Argumentative Essay about an Injustice</p> <p>Creating a Public Service Advertisement</p>
<b>SL</b>	<b>Speaking and Listening</b>	
SL.6.1	Comprehension and Collaboration 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

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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.	Creating a Text Trailer Creatomg a Blog
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
<b>Presentation of Knowledge and Ideas</b>		
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.	Creating a Yearbook Page Group Discussion Creating a Blog A Powerful Presentation Creating a Public Service Advertisement
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Creating a Yearbook Page Creating a Text Trailer Creating a Blog A Powerful Presentation Creating a Public Service Advertisement
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	A Powerful Presentation Creating a Public Service Advertisement
<b>L Language</b>		
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

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L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.	Pronouns
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.	Pronouns Sentence Patterns Writing a Strong Conclusion
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 A Powerful Presentation
L.6.3.b	Maintain consistency in style and tone.	Sentence Patterns Group Discussion A Powerful Presentation
	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 Perseverance and Making Sense: <i>Through the Looking Glass</i> Understanding Complex Information in <i>A Black Hole Is NOT a Hole</i> 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

Standard ID	Standard Text	Edgenuity Lesson Name
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 Context Clues and Multiple-Meaning Words
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.	Exploring Word Relationships and Figures of Speech
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 Figures of Speech
L.6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	Denotation and Connotation
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