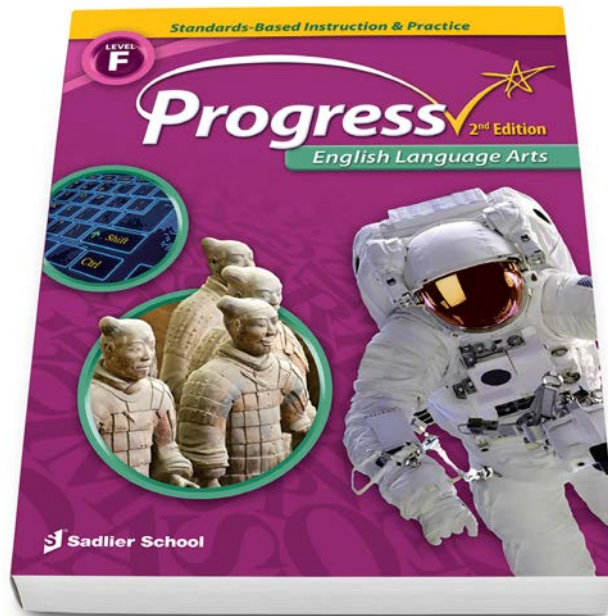


# Progress

## English Language Arts 2<sup>nd</sup> Edition

Correlation to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts

6<sup>th</sup> Grade



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READING

**ELA.6.R.1 Reading Prose and Poetry**

**Literary Elements**

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.R.1.1:** Analyze how the interaction between characters contributes to the development of a plot in a literary text.

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**GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 1 Key Ideas and Details: Literary Texts**

- Progress Check: Describe plot changes in a story and how these affect characters—p. 9
- Home Connect: Describe how a plot unfolds and how characters change as the plot moves toward a resolution—p. 10
- Drawing Inferences: "Jabberwocky" by Lewis Carroll (Poem)/"The Walrus and the Carpenter" by Lewis Carroll (Poem)—pp. 12-19
  - Cite Evidence/Comprehension Check (interactions/intentions of characters)—pp. 15, 19
- Determining Theme: "My Cousin's Quinceañera" (Realistic Fiction)—pp. 20-27
  - Cite Evidence (pay attention to how the characters think and feel about the topic)—p. 23
- Describing Plot: "The Man Who Loved to Laugh: A Retelling of an African Folktale" (Drama)—pp. 28-35
  - Cite Evidence (usually a plot involves a conflict that characters must overcome/characters drive the plot)—pp. 28, 30, 31
- Chapter 1 Review: "The Cruel Crane" (Fable from India)/"The Tortoise" (Fable from India)—pp. 39-40

**GRADE 6 TEACHER'S EDITION**

**Chapter 1 Key Ideas and Details: Literary Texts**

- Describing Plot: "The Man Who Loved to Laugh: A Retelling of an African Folktale" (Drama)
  - Objective: Describe the development of the plot and how it affects the characters—TE p. 28

**Differentiate Instruction**

- Break down the action in the play in order to determine the plot—TE p. 31

**GRADE 6 DIGITAL RESOURCES**

**Chapter 1 Key Ideas and Details: Literary Texts**

- Instruction & Practice
  - Chapter 1 Describing Plot

*continued*

## READING

### ELA.6.R.1 Reading Prose and Poetry

#### Literary Elements

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

- Additional Practice
  - Chapter 1 Describing Plot: “Loki and the Golden Wig” (Scandinavian Myth)
- Assessments
  - Comprehension Check
  - Chapter 1 Describing Plot: “Min Sun’s Simple Clothes” (Drama)Close Reading Practice
- Close Reading Practice
  - Chapter 1 “Crow Brings the Daylight: A Retelling of an Inuit Myth” (Myth) (describing plot), pp. 1–5
- Parent Resources
  - Chapter 1 Home Connect Conversation Starter: Beginning, Middle, End/Character Changes (graphic organizer)

#### Literary Elements

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.R.1.2:** Analyze the development of stated or implied theme(s) throughout a literary text.

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**GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 1 Key Ideas and Details: Literary Texts**

- Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem)/”The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19
- Determining Theme: “My Cousin’s Quinceañera” (Realistic Fiction)—pp. 20–27
- Chapter 1 Review: “The Cruel Crane” (Fable from India)/”The Tortoise” (Fable from India)—pp. 39–40

**GRADE 6 DIGITAL RESOURCE**

**Chapter 1 Key Ideas and Details: Literary Texts**

- Instruction & Practice
  - Chapter 1 Determining Theme
- Additional Practice
  - Chapter 1 Determining Theme: “The Hawk and the Hokioi” (Maori Fable from New Zealand)

*continued*

## READING

### ELA.6.R.1 Reading Prose and Poetry

#### Literary Elements

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

- Assessments
  - Comprehension Check
    - Chapter 1 Determining Theme: “Penelope the Weaver” (Greek Myth)
- Close Reading Practice/Lesson Plan
  - Chapter 1 “Crow Brings the Daylight: A Retelling of an Inuit Myth” (Myth), pp. 1-5
- Parent Resources
  - Chapter 1 Home Connect Activity: Title, Theme, and Summary (graphic organizer)

#### Perspective and Point of View

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.R.1.3:** Explain the influence of multiple narrators and/or shifts in point of view in a literary text.

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#### **GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

##### **Chapter 3 Craft and Structure: Literary Texts**

- Explaining Point of View: “The Three Questions” (Ancient Folk Tale from Ceylon)—pp. 92-107
- Chapter 3 Review: “Paris and Menelaus” (Epic)/“Hector and Andromache” (Epic)—pp. 103-104

#### **GRADE 6 DIGITAL RESOURCES**

##### **Chapter 3 Craft and Structure: Literary Texts**

- Instruction & Practice
  - Chapter 3 Explaining Point of View
- Additional Practice
  - Chapter 3 Explaining Point of View: “The Tour” (Adventure)
- Assessments
  - Comprehension Check
    - Chapter 3 Explaining Point of View: “The King’s Master Sculptor” (Historical Fiction)
- Close Reading Practice/Lesson Plan
  - Chapter 3 “The Horse of Wood (Retold by Alfred Church, from the *Aeneid* by Virgil)” (Epic), pp. 1-5

*continued*

## READING

### ELA.6.R.1 Reading Prose and Poetry

#### Perspective and Point of View

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

- Parent Resources
  - Chapter 3 Home Connect Activity: Narrator Point of View (graphic organizer)

**Benchmark Clarifications:**

Clarification 1: When referring to the person of the narrator, the term “point of view” is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.

#### Poetry

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.R.1.4:** Describe the impact of various poetic forms on meaning and style.

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**GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 1 Key Ideas and Details: Literary Texts**

- Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem)/“The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12-19

**Chapter 5 Integration of Knowledge and Ideas: Literary Texts**

- Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)—pp. 148-155
- Chapter 5 Review: “The HMS Challenger” (Historical Narrative)/“Sea Fever” (Poem)—pp. 159-160

**GRADE 6 TEACHER'S EDITION**

**Digital Connection: Examining Poetry**

- Read several poems, choose a favorite poem, then print it. Read the poem closely and annotate it by writing inferences on the page that the reader can make with their poem—TE p. 15

**Extend Thinking: Form Opinions**

- Rewrite a Lewis Carroll poem—TE p. 19

**Support English Language Learners**

- Figurative language—TE p. 77

*continued*

**READING**

**ELA.6.R.1 Reading Prose and Poetry**

**Poetry**

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**Genre: Poem**

- A poem is a piece of writing that often appears in stanzas and that employs figurative language, rhythm, and sometimes words that rhyme. Poems are often best read aloud—TE p. 148

**GRADE 6 DIGITAL RESOURCES**

**Chapter 5 Integration of Knowledge and Ideas: Literary Texts**

- Additional Practice
  - Chapter 5 Comparing and Contrasting Versions: “Up Crawford Path” (Poem)/”Together in Adventure” (Realistic Fiction)
- Assessments
  - Comprehension Check
    - Chapter 5 Comparing and Contrasting Themes: “In the Year 1275” – (excerpt) (Historical Fiction)/”The Farewell” – by Khalil Gibran, 1923 (Poetry)

**GRADE 5 DIGITAL RESOURCES**

**Chapter 3 Craft and Structure: Literary Texts**

- Instruction & Practice
  - Chapter 3 Analyzing Point of View: “If-” (Poetry)
- Assessments
  - Comprehension Check
    - Chapter 3—“My Shadow” – by Robert Louis Stevenson (Poem/Drama)

**Benchmark Clarifications:**

Clarification 1: Poetic forms used for this benchmark are sonnet and villanelle.

**ELA.6.R.2 Reading Informational Text**

**Structure**

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**ELA.6.R.2.1:** Explain how individual text sections and/or features convey meaning in texts.

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*continued*

**READING**

**ELA.6.R.2 Reading Informational Text**

**Structure**

6 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p>personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.</p> <p><b>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Analyzing Text Structure: From "The Iliad," Retold by Alfred Church (Epic)—pp. 84–91</li> <li>Chapter 3 Review: "Paris and Menelaus" (Epic)/"Hector and Andromache" (Epic)—pp. 103–104</li> </ul> <p><b>GRADE 6 DIGITAL RESOURCES</b>  <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Instruction &amp; Practice             <ul style="list-style-type: none"> <li>Chapter 3 Analyzing Text Structure</li> </ul> </li> <li>Additional Practice             <ul style="list-style-type: none"> <li>Chapter 3 Analyzing Text Structure: "The Hero Twins and Seven Macaw" (Ancient Mayan Myth)</li> </ul> </li> <li>Assessments             <ul style="list-style-type: none"> <li>Comprehension Check                     <ul style="list-style-type: none"> <li>Chapter 3 Analyzing Text Structure: "The Brahman, the Bear, and the Three Judges" (Indian Fable)</li> </ul> </li> </ul> </li> <li>Close Reading Practice/Lesson Plan             <ul style="list-style-type: none"> <li>Chapter 3 "The Horse of Wood (Retold by Alfred Church, from the <i>Aeneid</i> by Virgil)" (Epic), pp. 1–5</li> </ul> </li> <li>Parent Resources             <ul style="list-style-type: none"> <li>Chapter 3 Home Connect Conversation Starter: Development of the Theme (graphic organizer)</li> </ul> </li> </ul>

**Central Idea**

6 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<p><b>ELA.6.R.2.2:</b> Analyze the central idea(s), implied or explicit, and its development throughout a text.</p>	<p><b>GRADE 6 INSTRUCTIONAL GUIDE</b>  <b>Full Access*</b>  <i>Full Access</i> is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.</p> <p><b>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>Determining Central Idea and Details: "The History of the Automobile" (Explanatory Text)—pp. 52–59</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**READING**

**ELA.6.R.2 Reading Informational Text**

**Central Idea**

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PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

- Chapter 2 Review: “A Special Nut” (Explanatory Text)/“FLAVR SAVR Tomato” (Explanatory Text)—pp. 71-72

**GRADE 6 DIGITAL RESOURCES**

**Chapter 2 Key Ideas and Details: Informational Texts**

- Instruction & Practice
  - Chapter 2 Determining Central Idea and Details
- Additional Practice
  - Chapter 2 Determining Central Idea and Details: “Public Health Professions for the 21st Century” (Informational Packet)
- Assessments
  - Comprehension Check
    - Chapter 2 Determining Central Idea and Details: “The Assembly Line” (Explanatory Essay)
- Instructional Videos
  - Analyzing the Development of Key Ideas
- Close Reading Practice/Lesson Plan
  - Chapter 2 “Alan Turing: Codebreaker” (Biography/ Historical Nonfiction)
- Parent Resources
  - Chapter 2 Home Connect Activity: Central Ideas and Supporting Details (graphic organizer)

**Benchmark Clarifications:**

Clarification 1: Various types of support could include an author’s use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.

**Purpose and Perspective**

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

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**ELA.6.R.2.3:** Analyze authors’ purpose(s) in multiple accounts of the same event or topic.

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*continued*



**READING**

**ELA.6.R.2 Reading Informational Text**

**Purpose and Perspective**

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 4 Craft and Structure: Informational Texts**

- Determining Author's Point of View or Purpose: "Can Anything Stop the Great Pacific Garbage Patch?" (Opinion Piece)—pp. 124–131

**Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Integrating Information from Different Sources: "Primary Elections" (Web Article)—pp. 164–171

**GRADE 6 DIGITAL RESOURCEN**

**Chapter 4 Craft and Structure: Informational Texts**

- Instruction & Practice
  - Chapter 4 Distinguishing Points of View
- Additional Practice
  - Chapter 4 Distinguishing Points of View: "Life in the Coldest Place on Earth" (Magazine Article)
- Assessments
  - Comprehension Check
    - Chapter 4 Distinguishing Points of View: "Tornado Chasers" (Expository Nonfiction)
- Instructional Videos
  - Point of View
- Close Reading Practice/Lesson Plan
  - Chapter 4 "Dust Bowl Disaster" (Personal Narrative)
- Parent Resources
  - Chapter 4 Home Connect On the Go: Different Points of View (graphic organizer)

**Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Instruction & Practice
  - Chapter 6 Integrating Information from Different Sources
- Additional Practice
  - Chapter 6 Integrating Information from Different Sources: "Safe Streets Come First" (Opinion Piece)/"Protest at Town Meeting" (News Article)
- Assessments
  - Comprehension Check
    - Chapter 6 Integrating Information from Different Sources: "Florence Nightingale" (Web Article)
- Instructional Videos
  - Integrating Information from Different Sources
- Close Reading Practice/Lesson Plan
  - Chapter 6 "A Woman for Our Times" (Letter to the Editor)

*continued*

**READING**

**ELA.6.R.2 Reading Informational Text**

**Purpose and Perspective**

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

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- Parent Resources
  - Chapter 6 Home Connect Activity: Compare Media Sources of Information (graphic organizer)

**Argument**

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.R.2.4:** Track the development of an argument, identifying the types of reasoning used.

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**Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Evaluating an Argument: "Abraham Lincoln's First Inaugural Speech" (abridged) (Speech)—pp. 172-179
- Chapter 6 Review: "FDR" (Biography)/"FDR's First Inaugural Address" (Speech)—pp. 191-192

**Chapter 10 Text Types and Purposes: Write Opinion Pieces**

- Read a Student Model (identify writer's opinion and supporting evidence)
  - "We Should Say "No" to Fracking"—pp. 238-240

**GRADE 6 TEACHER'S EDITION**

**Chapter 10 Text Types and Purposes: Write Opinion Pieces**

- Analyze a Student Model—TE p. 240
  - Reasons/Evidence
  - Counterargument as Evidence
  - Conclusion
  - Language Linking Opinion and Reasons
  - Evaluate a Writer's Work (analyze support for the opinion statement)

*continued*

## READING

### ELA.6.R.2 Reading Informational Text

#### Argument

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PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

#### GRADE 6 DIGITAL RESOURCES

#### Chapter 6 Integration of Knowledge and Ideas: Informational Texts

- Instruction & Practice
  - Chapter 6 Evaluating an Argument
- Additional Practice
  - Chapter 6 Evaluating an Argument: “The Young People’s Leadership Academy “ (Mission Statement)
- Assessments
  - Comprehension Check
    - Evaluating an Argument: “Speech to Troops at Tilbury” Adapted from the original text by Queen Elizabeth (Speech)
- Instructional Videos
  - Evaluating an Argument
- Close Reading Practice/Lesson Plan
  - Chapter 6 “A Woman for Our Times” (Letter to the Editor), pp. 1-5
- Parent Resources
  - Chapter 6 Home Connect Conversation Starter: Opinions, Reasons, and Evidence (graphic organizer)

#### Benchmark Clarifications:

Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning.

Clarification 2: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).

### ELA.6.R.3 Reading Across Genres

#### Interpreting Figurative Language

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.R.3.1:** Explain how figurative language contributes to tone and meaning in text(s).

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*continued*

READING

**ELA.6.R.3 Reading Across Genres**

**Interpreting Figurative Language**

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 3 Craft and Structure: Literary Texts**

- Analyzing Word Choice: "Why the Sea Moans" (Traditional Tale from Brazil)—pp. 76–83
  - Cite Evidence (simile/figure of speech/convey a tone or mood)—pp. 77, 79, 80, 82

**Language**

- Figures of Speech/Connotations (similes, metaphors, personification)—p. 102

**Chapter 4 Craft and Structure: Informational Texts**

- Determining Word Meanings: "What Are Earth's Systems?" (Technical Science Article)—pp. 108–115
  - Cite Evidence (personification/figurative language/connotations)—pp. 109, 110

**GRADE 6 TEACHER'S EDITION**

**Support English Language Learners**

- Figurative language—TE p. 77

**GRADE 6 DIGITAL RESOURCES**

**Chapter 3 Craft and Structure: Literary Texts**

- Instruction & Practice
  - Chapter 1 Analyzing Word Choice
  - Language: Figures of Speech/Connotations
- Additional Practice
  - Analyzing Word Choice: "Connected to the Past" (Realistic Fiction)
- Assessments
  - Comprehension Check
    - Chapter 3 Analyzing Word Choice: "Memories of My School Days in Sumer" (Memoir)
- Instructional Videos
  - Analyzing Word Choice
- Close Reading Practice/Lesson Plan
  - Chapter 3 "The Horse of Wood (Retold by Alfred Church, from the *Aeneid* by Virgil)" (Epic), pp. 1–5
- Parent Resources
  - Chapter 3 Home Connect On the Go: Word Choices: Vivid, Descriptive, Connotations (graphic organizer)

**Chapter 4 Craft and Structure: Informational Texts**

- Instruction & Practice
  - Chapter 4 Determining Word Meanings
- Additional Practice
  - Chapter 4 Determining Word Meanings: "The National Weather Service" (Expository Text)

*continued*

## READING

### ELA.6.R.3 Reading Across Genres

#### Interpreting Figurative Language

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

- Assessments
  - Comprehension Check
    - Chapter 4 Determining Word Meanings: "Carolus Linnaeus" (Expository Nonfiction)
- Instructional Videos
  - Analyzing Word Choice
- Close Reading Practice/Lesson Plan
  - Chapter 4 Craft and Structure: Informational Texts—"Comparing Ecosystems: Tropical Rainforest vs. Tundra" (Explanatory Text)

**Benchmark Clarifications:**

Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction.  
 Clarification 2: See Secondary Figurative Language.

#### Paraphrasing and Summarizing

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

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**ELA.6.R.3.2:** Paraphrase content from grade-level texts.

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**GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 11 Research to Build and Present Knowledge: Write Research Reports**

- Creating an Organizational Structure (paraphrase and cite information/summarize important facts and details)—p. 252
- Taking notes (record source/summarize or paraphrase information)—p. 255

**GRADE 6 TEACHER'S EDITION**

**Chapter 1 Key Ideas and Details: Literary Texts**

- Guided Instruction
  - Cite Evidence B (paraphrase her words)—TE p. 14

*continued*

## READING

### ELA.6.R.3 Reading Across Genres

#### Paraphrasing and Summarizing

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

#### Create: Note-Taking

- Collecting Sources/Taking Notes/Summarizing and Paraphrasing Information/Citing Sources—TE p. 255

#### Benchmark Clarifications:

Clarification 1: Most grade-level texts are appropriate for this benchmark.

#### Comparative Reading

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.R.3.3:** Compare and contrast how authors from different time periods address the same or related topics.

#### **GRADE 6 INSTRUCTIONAL GUIDE**

##### **Full Access\***

*Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

#### **GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

##### **Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Evaluating an Argument: "Abraham Lincoln's First Inaugural Speech" (abridged) (Speech)—pp. 172-179
- Comparing and Contrasting Presentation of Events: "Abraham Lincoln: Wartime President" (Biography)—pp. 180-187

#### **GRADE 6 DIGITAL RESOURCES**

##### **Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Instruction & Practice
  - Chapter 6 Comparing and Contrasting Presentation of Events
- Additional Practice
  - Chapter 6 Comparing and Contrasting Presentation of Events: "The Cuban Missile Crisis" (Encyclopedia Article)/"Inside the Crisis" (Book Excerpt)
- Assessments
  - Comprehension Check
    - Chapter 6 Comparing and Contrasting Presentation of Events: "Speech to Troops at Tilbury" - Adapted from the original text by Queen Elizabeth I (Biography)/"Queen Elizabeth I" (Biography)

## READING

### ELA.6.R.3 Reading Across Genres

#### Comparative Reading

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

##### Benchmark Clarifications:

Clarification 1: Texts for this benchmark should be selected from the following literary periods:

- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

#### Understanding Rhetoric

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.R.3.4:** Identify rhetorical appeals in a text.

##### **GRADE 6 INSTRUCTIONAL GUIDE**

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##### **GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

Several lessons explore authors' rhetorical choices used to persuade or impress the reader while developing central and supporting ideas.

##### **Chapter 1 Key Ideas and Details: Literary Texts**

- Drawing Inferences: "Jabberwocky" by Lewis Carroll (Poem)/"The Walrus and the Carpenter" by Lewis Carroll (Poem)—pp. 12–19
- Determining Theme: "My Cousin's Quinceañera" (Realistic Fiction)—pp. 20–27
- Describing Plot: "The Man Who Loved to Laugh: A Retelling of an African Folktale" (Drama)—pp. 28–35

##### **Chapter 2 Key Ideas and Details: Informational Texts**

- Drawing Inferences: "Cochineal and Fabric Dyeing" (Science Magazine Article)—pp. 44–51
- Determining Central Idea and Details: "The History of the Automobile" (Explanatory Text)—pp. 52–59
- Analyzing the Development of Key Ideas: "Growing GM Plants" (Technical Text/Procedural)—pp. 60–67

*continued*

**READING**

**ELA.6.R.3 Reading Across Genres**

**Understanding Rhetoric**

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**Chapter 3 Craft and Structure: Literary Texts**

- Analyzing Word Choice: “Why the Sea Moans” (Traditional Tale from Brazil)—pp. 76–83
- Analyzing Text Structure: From “The Iliad,” Retold by Alfred Church (Epic)—pp. 84–91
- Explaining Point of View: “The Three Questions” (Ancient Folk Tale from Ceylon)—pp. 92–99

**Chapter 4 Craft and Structure: Informational Texts**

- Determining Word Meanings: “What Are Earth’s Systems?” (Technical Science Article)—pp. 108–115
- Analyzing Text Structure: “Flash Floods!” (Scientific Text)—pp. 116–123
- Determining Author’s Point of View or Purpose: “Can Anything Stop the Great Pacific Garbage Patch?” (Opinion Piece)—pp. 124–131

*See also*

**GRADE 8 TEACHER’S EDITION**

**Chapter 2 Key Ideas and Details: Informational Texts**

- Analyzing Relationships in a Text: “The Home Front of the War” by Agatha Eustace Randall (Magazine Editorial)—pp. 60–67
  - Cite Evidence: Using a rhetorical question—TE p. 61

**Benchmark Clarifications:**

Clarification 1: Texts for this benchmark should be selected from the following literary periods:

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- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)



**COMMUNICATION**

**ELA.6.C.1 Communicating Through Writing**

**Narrative Writing**

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.C.1.2:** Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.

**GRADE 6 INSTRUCTIONAL GUIDE**

**Full Access\***

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**GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 7 Text Types and Purposes: Write Nonfictional Narratives**

- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 193–195
- Analyze a student model then outline and write a first draft—pp. 196–199
- Assignment: Write the final draft—p. 206

**GRADE 6 TEACHER'S EDITION**

**Extend Thinking**

- Chapter 1 Write a Hero Story—TE p. 36

**Genre: Nonfictional Narrative**

- Nonfictional narrative combines elements of informative writing and storytelling—TE p. 196

**GRADE 6 DIGITAL RESOURCES**

**Chapter 7 Text Types and Purposes: Write Nonfictional Narratives**

- Parent Resources
  - Chapter 7 Home Connect On the Go: Prewriting Chart (graphic organizer)

Additional online instructional support for Chapter 7 includes—

- Instruction & Practice
- Additional Practice
- Instructional Videos

*Related content*

**GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

**Language**

- Figures of Speech/Connotations—p. 102

**GRADE 5 DIGITAL RESOURCES**

**Chapter 5 Integration of Knowledge and Ideas: Literary Texts**

- Instruction & Practice
  - Language: Adages and Proverbs

*continued*

## COMMUNICATION

### ELA.6.C.1 Communicating Through Writing

#### Narrative Writing

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

##### Chapter 7 Text Types and Purposes: Write Nonfictional Narratives

- Instruction & Practice
  - Language: Idioms

##### Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays

- Instruction & Practice
  - Language: Figurative Language

##### GRADE 5 DIGITAL RESOURCES

##### Chapter 3 Craft and Structure: Literary Texts

- Instruction & Practice
  - Language: Figurative Language: Figures of Speech (allusions)

##### Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts

- Instruction & Practice
  - Figurative Language: Metaphor and Simile
  - Figurative Language: Hyperbole and Personification

##### Benchmark Clarifications:

Clarification 1: See Writing Types and Narrative Techniques.

Clarification 2: Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.

#### Argumentative Writing

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.C.1.3:** Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.

##### GRADE 6 INSTRUCTIONAL GUIDE

##### Full Access\*

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##### GRADE 6 STUDENT EDITION/TEACHER'S EDITION

##### Chapter 10 Text Types and Purposes: Write Opinion Pieces

- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 235–237

*continued*

## COMMUNICATION

### ■ ELA.6.C.1 Communicating Through Writing

#### Argumentative Writing

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

- Analyze a student model then outline and write a first draft—pp. 238–241
- Assignment: Write the final draft—p. 248

#### **GRADE 6 DIGITAL RESOURCES**

#### **Chapter 10 Text Types and Purposes: Write Opinion Pieces**

- Parent Resources
  - Chapter 10 Home Connect Conversation Starter: Opinion and Reasons (graphic organizer)

Additional online instructional support for Chapter 10 includes—

- Instruction & Practice
- Additional Practice
- Instructional Videos

*Related content*

#### **GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

#### **Chapter 6 Integration of Knowledge and Ideas Informational Texts**

- Integrating Information from Different Sources: “Primary Elections” (Web Article)—pp. 164–171
- Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 172–179

#### **GRADE 6 TEACHER'S EDITION**

#### **Extend Thinking**

- Form Opinions—TE pp. 19, 156, 171
- Develop a Logical Argument—TE p. 27

#### **Benchmark Clarifications:**

Clarification 1: See Writing Types and Elaborative Techniques.

#### Expository Writing

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.C.1.4:** Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.

#### **GRADE 6 INSTRUCTIONAL GUIDE**

#### **Full Access\***

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**COMMUNICATION**

**■ ELA.6.C.1 Communicating Through Writing**

**Expository Writing**

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

For the following writing lessons, students select a topic, create an organizational structure, link supporting evidence using a variety of transitional words and phrases, and provide a concluding statement.

**Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts**

For this assignment, students use relevant facts, definitions, details, and quotations to develop a topic.

- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 207–209
- Analyze a student model then outline and write a first draft—pp. 210–213
- Assignment: Write the final draft—p. 220

**Chapter 9 Text Types and Purposes: Write Evidence-Based Essays**

In this lesson, students summarize a literary work then state an idea based on their analysis of an element of that work. Next, they elaborate using linked, supporting evidence in the form of direct quotations and paraphrases, followed by a concluding statement.

- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 221–223
- Analyze a student model then outline and write a first draft—pp. 224–227
- Assignment: Write the final draft—p. 234

**Chapter 11 Research to Build and Present Knowledge: Write Research Reports**

Students summarize and paraphrase information in their notes and their finished work. They hone research skills, developing a topic by gathering, organizing, and citing relevant facts and details from multiple print and digital sources.

- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 249–251
- Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 252–257
- Assignment: Write the final draft—p. 262

**GRADE 6 DIGITAL RESOURCES**

**Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts**

- Parent Resources
  - Chapter 8 Home Connect Conversation Starter: Steps in a Process (graphic organizer)
- Parent Resources
  - Chapter 9 Home Connect Conversation Starter: Main Idea and Details (graphic organizer)

*continued*

## COMMUNICATION

### ELA.6.C.1 Communicating Through Writing

#### Expository Writing

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

#### Chapter 9 Text Types and Purposes: Write Evidence-Based Essays

- Parent Resources
  - Chapter 9 Home Connect Conversation Starter: Main Idea and Details (graphic organizer)

#### Chapter 11 Research to Build and Present Knowledge: Write Research Reports

- Parent Resources
  - Chapter 11 Home Connect Conversation Starter: Research and Record Facts (graphic organizer)

Additional online instructional support for Chapters 8, 9 and 11 includes—

- Instruction & Practice
- Additional Practice
- Instructional Videos

#### Benchmark Clarifications:

Clarification 1: See Writing Types and Elaborative Techniques.

#### Improve Writing

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.C.1.5:** Improve writing by planning, revising, and editing, considering feedback from adults and peers.

#### **GRADE 6 INSTRUCTIONAL GUIDE**

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#### **GRADE 6 TEACHER'S EDITION**

##### **Writing Handbook**

- Chapter 7, TE p. 195; Chapter 8, TE p. 209; Chapter 9, TE p. 223; Chapter 10, TE p. 237; Chapter 11, TE p. 251

##### **Create: Organizational Structure**

Brainstorming, Planning, Drafting

- Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 242; Chapter 11, TE p. 255

##### **Introduce the Writing Process**

- Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 242; Chapter 11, TE p. 255

*continued*

## COMMUNICATION

### ELA.6.C.1 Communicating Through Writing

#### Improve Writing

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

#### Writing Process Summary

Planning, Drafting, Rubrics

- Chapter 7, TE p. 206; Chapter 8, TE p. 220; Chapter 9, TE p. 234; Chapter 10, TE p. 248; Chapter 11, TE p. 262

#### Writing Process Summary

Planning, Drafting, Rubrics

- Chapter 7, TE p. 172; Chapter 8, TE p. 186; Chapter 9, TE p. 200; Chapter 10, TE p. 214; Chapter 11, TE p. 228

#### GRADE 6 DIGITAL RESOURCES

#### Writing Handbook

- Instruction & Practice/Lesson Plans
  - Step 1: Planning
  - Step 2: Drafting
  - Step 3: Revising
  - Step 4: Editing
  - Step 5: Producing, Publishing, and Presenting

#### Benchmark Clarifications:

Clarification 1: "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.

### ELA.6.C.2 Communicating Orally

#### Oral Presentation

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.C.2.1:** Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

#### GRADE 6 INSTRUCTIONAL GUIDE

#### Full Access\*

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#### GRADE 6 STUDENT EDITION/TEACHER'S EDITION

#### Connect Across Texts

- Compare and Contrast Texts (class discussion)—Chapter 1, p. 36; Chapter 2, p. 68; Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156; Chapter 6, p. 188

*continued*

**COMMUNICATION**

**ELA.6.C.2 Communicating Orally**

**Oral Presentation**

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

- Connect to the Essential Question (small group or class discussion)—Chapter 1, TE p. 37; Chapter 2, TE p. 69; Chapter 3, TE p. 101; Chapter 4, TE p. 133; Chapter 5, TE p. 157; Chapter 6, TE p. 189

**Speaking and Listening**

- Discuss the Essential Question—Chapter 7, p. 204 (support point of view with reason and examples); Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260
- Good Speaker/Good Listener Checklist
  - Did I? Identify claims supported by reasons and evidence?/ Speak at correct volume, use clear pronunciation, and make eye contact?/Use formal English when appropriate?—p. 204

**GRADE 6 TEACHER'S EDITION**

**Listening and Viewing Skills**

- Chapter 1, TE p. 13; Chapter 2, TE p. 53; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 143; Chapter 6, TE p. 181

**Speaking and Listening Presentation**

- Prepare and make a formal presentation (state topic clearly/ present appropriate facts/use formal language/speak clearly, in complete sentences, and at a reasonable rate)—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187

**Extend Thinking**

- Develop a Logical Argument (present arguments to the class)—TE p. 27
- Critical Response (research history of cars/share research and ideas with a partner)—TE p. 68
- Formulate (research/present ideas for class discussion)—TE p. 91
- Investigate (research/create presentations)—TE p. 115
- Hypothesize (research FEMA/summarize in class presentation)—TE p. 123
- Investigate and Assess (research destruction of Earth systems/create a multimedia class presentation)—TE p. 132
- Form Opinions (share opinion and reasons with the whole class)—TE p. 171

**GRADE 6 DIGITAL RESOURCES**

**Writing Handbook**

- Instruction & Practice
  - Step 5: Producing, Publishing, and Presenting
    - Speaking Tips—p. 12

*continued*

## COMMUNICATION

### ELA.6.C.2 Communicating Orally

#### Oral Presentation

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

- Use language that suits your audience and the occasion, maintaining consistency in your style and tone.
- Speak loudly and clearly so that everyone can hear and understand you.
- Speak in complete sentences. Vary your sentence patterns to make your speech more interesting to your listeners.
- Change the pitch, rate, and volume of your voice to express your ideas.
- Make eye contact with your listeners and watch for audience feedback. If listeners appear confused or bored, change the pace at which you speak.
- When using visuals or audio, pause to allow your audience to respond to them.
- Clearly explain the connection between the visuals or audio and your topic.
- Tell listeners before you begin that you will take questions at the end of your presentation.

*Related content*

**Fluency Practice** (Chapters 1–6)

Develop fluent oral presentation skills, including phrasing, expression, intonation, rate, and accuracy.

- Chapter Fluency Practice
  - Chapter 1 “Jabberwocky” (Poem)
  - Chapter 2 “Blood Types” (Science Magazine Article)
  - Chapter 3 “My Trip to China” (Fantasy)
  - Chapter 4 “Saving the Ozone Layer” (Technical Text).
  - Chapter 5 “Space Station: Special Effects Are the Star” (Movie Review)
  - Chapter 6 “Primary Elections” (Web Article)
- Fluency Practice: Teaching Suggestions  
The Teacher’s Guide to Fluency features suggestions for using the continuous Reading Passage for each Reading chapter to improve student reading and comprehension.

**Benchmark Clarifications:**

Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student’s speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.

Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.



## COMMUNICATION

### ELA.6.C.3 Following Conventions

#### Conventions

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

#### **GRADE 6 INSTRUCTIONAL GUIDE**

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#### **Benchmark Clarifications:**

Clarification 1: Skills to be mastered at this grade level are as follows:

- Use verbals including gerunds, infinitives, and participial phrases.

#### **GRADE 7 DIGITAL RESOURCES**

##### **Chapter 10 Research to Build and Present Knowledge: Write Research Reports**

- Instruction & Practice
  - Language: Verbals and Verb Phrases (gerunds, infinitives, and participial phrases)
- Additional Practice
  - Verbals and Verb Phrases
- Instructional Videos
  - Verbals and Verb Phrases

- Use comparative and superlative forms of adjectives.

#### **GRADE 3 DIGITAL RESOURCES**

##### **Chapter 10 Text Types and Purposes: Write Opinion Pieces**

- Instruction & Practice
  - Language: Adjectives (-er, -est)
- Additional Practice
  - Adjectives (-er, -est)
- Instructional Videos
  - Adjectives (-er, -est)

See *Sadlier Grammar for Writing, Grade 6*

#### **GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

##### **Chapter 9 Adjectives, Adverbs, and Other Parts of Speech**

- Lesson 9.2 Making Comparisons—pp. 181–182
- Lesson 9.3 Irregular Comparisons—pp. 183–184

- Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.

#### **GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

##### **Language**

- Case of Pronouns—pp. 200–202
- Intensive Pronouns—p. 203
  - d Person
  - Vague Pronouns

*continued*

**COMMUNICATION**

**ELA.6.C.3 Following Conventions**

**Conventions**

6 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<ul style="list-style-type: none"> <li>• Pronoun Number and Person—pp. 228–229</li> <li>• Vague Pronouns—pp. 230–231</li> </ul> <p><b>GRADE 6 DIGITAL RESOURCES</b></p> <p><b>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Case of Pronouns</li> <li>○ Language: Intensive Pronouns</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Case of Pronouns</li> <li>○ Intensive Pronouns</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Case of Pronouns</li> <li>○ Intensive Pronouns</li> </ul> </li> </ul> <p><b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Pronoun Number and Person</li> <li>○ Language: Vague Pronouns</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Pronoun Number and Person</li> <li>○ Vague Pronouns</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Pronoun Number an</li> </ul> </li> </ul>
<p>Skills to be implemented but not yet mastered are as follows:</p>	
<ul style="list-style-type: none"> <li>• Appropriately use colons.</li> </ul>	<p>See <i>Sadlier Grammar for Writing, Grade 6</i></p> <p><b>GRADE 8 STUDENT EDITION/TEACHER'S EDITION</b></p> <p><b>Chapter 11 Punctuation</b></p> <ul style="list-style-type: none"> <li>• Lesson 11.4 Semicolons and Colons—pp. 223–224</li> </ul>
<ul style="list-style-type: none"> <li>• Appropriately use dangling modifiers.</li> </ul>	<p><b>GRADE 7 DIGITAL RESOURCES</b></p> <p><b>Chapter 10 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Dangling Modifiers</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Dangling Modifiers</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Dangling Modifiers</li> </ul> </li> </ul>

**COMMUNICATION**

**ELA.6.C.3 Following Conventions**

**Conventions**

6 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<ul style="list-style-type: none"> <li>• Appropriately use ellipses.</li> </ul>	<p><b>GRADE 8 DIGITAL RESOURCES</b>  <b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Ellipses to Indicate Omitted Text</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Ellipses to Indicate Omitted Text</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Ellipses to Indicate Omitted Text</li> </ul> </li> </ul> <p><b>Chapter 11 Text Types and Purposes: Write Argumentative Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Punctuation for Pauses or Breaks</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Punctuation for Pauses or Breaks</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Punctuation for Pauses or Breaks</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Appropriately use hyphens.</li> </ul>	<p>See <i>Sadlier Grammar for Writing, Grade 6</i></p> <p><b>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 11 Punctuation</b></p> <ul style="list-style-type: none"> <li>• Lesson 11.7 Other Marks of Punctuation (using hyphens)— pp. 229–230</li> </ul>
<ul style="list-style-type: none"> <li>• Vary sentence structure.</li> </ul>	<p><b>GRADE 6 STUDENT EDITION/TEACHER'S EDITION</b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Varying Sentence Patterns—p. 242</li> </ul> <p><b>GRADE 6 TEACHER'S EDITION</b>  <b>Discussion Skills</b></p> <ul style="list-style-type: none"> <li>• Use the sentence starters to help students learn to vary sentence patterns in their speech—TE p. 232</li> </ul> <p><b>GRADE 6 DIGITAL RESOURCES</b>  <b>Chapter 10 Text Types and Purposes: Write Opinion Pieces</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Varying Sentence Patterns</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Varying Sentence Patterns</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Varying Sentence Patterns</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## COMMUNICATION

### ELA.6.C.3 Following Conventions

#### Conventions

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

#### Writing Handbook

- Instruction & Practice
  - Step 3: Revising
    - Organization and Coherence
      - Have I varied my sentences for better style or to clarify meaning?—p. 6
  - Step 5: Producing, Publishing and Presenting
    - Speaking Tips
      - Vary your sentence patterns to make your speech more interesting to your listeners—p. 12

See also *Sadlier Grammar for Writing, Grade 6*

#### **GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

#### **Chapter 3 Sentence Variety and Structure**

- Lesson 3.2 Sentence Variety—pp. 57–59

#### Benchmark Clarifications:

Clarification 2: See Convention Progression by Grade Level for more information.

### ELA.6.C.4 Researching

#### Researching and Using Information

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.C.4.1:** Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.

#### **GRADE 6 INSTRUCTIONAL GUIDE**

#### **Full Access\***

*Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

#### **GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

#### **Chapter 11 Research to Build and Present Knowledge:**

#### **Write Research Reports**

- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 249–251
- Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 252–257
- Assignment: Write the final draft—p. 262

*continued*

**COMMUNICATION**

**ELA.6.C.4 Researching**

**Researching and Using Information**

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**GRADE 6 TEACHER'S EDITION**

**Digital Connection**

- Viewing Videos Online—TE p. 47
- Online Research (research fairy tales and fables)—TE p. 79
- Using Online Tools (NOAA website)—TE p. 111
- Video Clips (see performances of literary works/ Shakespearean play)—TE p. 143

**Extend Thinking**

- Critical Response (research history of cars/share research and ideas with a partner)—TE p. 68
- Formulate (research/present ideas for class discussion)—TE p. 91
- Investigate (research/create presentations)—TE p. 115
- Hypothesize (research FEMA/summarize in class presentation)—TE p. 123
- Investigate and Assess (research destruction of Earth systems/create a multimedia class presentation)—TE p. 132
- Critical Response (research transcripts/compare Lincoln's speeches to modern speeches)—TE p. 188

**Differentiate Instruction**

- Use the Internet—TE p. 213

**Genre: Research Report**

- Conduct research to gather information about several aspects of a topic of interest—TE p. 252

**GRADE 6 DIGITAL RESOURCES**

**Chapter 11 Text Types and Purposes: Write Research Reports**

- Instruction & Practice
  - Writing Research Reports
- Additional Practice
  - Writing Research Reports
- Parent Resources
  - Chapter 11 Home Connect Conversation Starter: Research and Record Facts (graphic organizer)

**Writing Handbook**

- Instruction & Practice
  - Step 1: Planning
    - What am I writing? (ask questions about a topic that interests you)—p. 2
    - Why am I writing? What is my purpose? (answer any questions that came up as you planned and researched your topic)—p. 2

*continued*

## COMMUNICATION

### ELA.6.C.4 Researching

#### Researching and Using Information

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

- Planning and Research
  - Choose a topic that interests you (questions and answers that result from research)—p. 2
- Instruction & Practice Lesson Plans
  - Step 1: Planning
    - Researching Your Topic (develop a list of specific questions about the topic and seek the answers to those questions)—pp. 3 and 4

**Benchmark Clarifications:**

Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

### ELA.6.C.5 Creating and Collaborating

#### Multimedia

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.C.5.1:** Integrate diverse digital media to enhance audience engagement in oral or written tasks.

**GRADE 6 INSTRUCTIONAL GUIDE**

**Full Access\***

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**GRADE 6 TEACHER'S EDITION**

**Speaking and Listening Presentation**

- Use multimedia or visual elements to support points—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187

**Extend Thinking**

- Investigate and Assess (create a multimedia class presentation)—TE p. 132

**Digital Connection**

- Publishing Online—TE p. 206
- Using Multimedia Features (images, videos, audio, interactive whiteboard, tablet, computer)—TE p. 220
- Class Blog—TE p. 234
- Promoting Through Social Media—TE p. 248

*continued*

## COMMUNICATION

### ■ ELA.6.C.5 Creating and Collaborating

#### Multimedia

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

- Publishing Online (use digital tools/include graphic components)—TE p. 262

#### **GRADE 6 DIGITAL RESOURCES**

##### **Writing Handbook**

- Instruction & Practice
  - Step 5: Producing, Publishing, and Presenting
    - Online Publishing and Digital Slide Presentations—p. 11
    - Digital Connection (use colorful graphics)—p. 12
- Instruction & Practice Lesson Plans
  - Step 5: Producing, Publishing, and Presenting—pp. 11 and 12
    - Speaking and Listening Presentation
      - 1. Rehearse beforehand using your multimedia.
      - 2. Know your material well and have a backup plan in case your multimedia equipment does not work properly.
  - Assignment: Digital Presentation (digital format)

#### **Benchmark Clarifications:**

Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.

#### Technology in Communication

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.C.5.2:** Use digital tools to produce writing.

#### **GRADE 6 INSTRUCTIONAL GUIDE**

##### **Full Access\***

*Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

#### **GRADE 6 DIGITAL RESOURCE**

##### **Writing Handbook**

- Instruction & Practice/Lesson Plans
  - Step 1: Planning
    - Planning and Research
      - Find supporting evidence (trustworthy books and websites)

*continued*

## COMMUNICATION

### ■ ELA.6.C.5 Creating and Collaborating

#### Technology in Communication

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

- Digital Integration
  - Download online documents and create folders for storing them on computers/use text-marking tools to take notes in digital documents.
- Digital Tips
  - Use voice memo function on a smartphone/use outlining software
- Step 2: Drafting
  - Digital Integration
    - Word processing on a computer allows them to focus on fluency of ideas, ordering of information, and connecting thoughts from sentence to sentence.
- Step 3: Revising
  - Revising Together
    - Email your draft or a recording of you reading the draft aloud to someone you trust for feedback.
- Step 4: Editing
  - Digital Integration
    - Visit online editing and proofreading sites/create proofreading practice passages and post to the class website.
- Step 5: Producing, Publishing, and Presenting
  - Digital Connection
    - Create a digital timeline/use infographic-making apps to turn data from research into colorful graphics.
  - Assignment: Digital Presentation
    - Use digital technology to research and publish student work; read work aloud during a videoconference; create eBooks with text and images; record footage with a digital video camera for online documentaries.



VOCABULARY

**ELA.6.V.1 Finding Meaning**

**Academic Vocabulary**

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.V.1.1:** Integrate academic vocabulary appropriate to grade level in speaking and writing.

**GRADE 6 INSTRUCTIONAL GUIDE**

**Full Access\***

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**GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

Academic and domain-specific vocabulary are introduced in a text-based context with the appropriate standards-based instruction.

**Words to Know**

- General Academic Vocabulary/Domain-Specific Vocabulary— pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 140, 142, 144, 146, 148, 150, 152, 154, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186

**Language**

- Academic and Domain-Specific Words—p. 70

**GRADE 6 TEACHER'S EDITION**

**Vocabulary Overview**

- General Academic Vocabulary/Domain-Specific Vocabulary— Chapter 1, p. 11; Chapter 2, p. 43; Chapter 3, p. 75; Chapter 4, p. 107; Chapter 5, p. 139; Chapter 6, p. 163

**Words to Know**

- General Academic Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 140, 142, 144, 146, 148, 150, 152, 154, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186
- Domain/Content-Specific Vocabulary—TE pp. 14, 20, 22, 28, 44, 46, 48, 50, 52, 62, 66, 60, 80, 82, 84, 86, 88, 90, 92, 98, 108, 110, 112, 114, 116, 118, 122, 124, 126, 128, 148, 150, 152, 164, 166, 168, 174, 176, 180, 182, 184, 186
- Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 140, 142, 144, 146, 148, 150, 152, 154, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186

*continued*

## VOCABULARY

### ■ ELA.6.V.1 Finding Meaning

#### Academic Vocabulary

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

#### Support English Language Learners

- English language learners may benefit from direct instruction on some of the most common academic vocabulary terms— TE p. 70

#### Benchmark Clarifications:

Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

#### Morphology

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.V.1.2** Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

#### **GRADE 6 INSTRUCTIONAL GUIDE**

##### **Full Access\***

**Full Access** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

#### **GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

##### **Language**

- Greek and Latin Roots—p. 134
- Greek and Latin Affixes—p. 190

#### **GRADE 6 DIGITAL RESOURCES**

##### **Chapter 4 Craft and Structure: Informational Texts**

- Instruction & Practice
  - Language: Greek and Latin Roots

##### **Chapter 6 Integration of Knowledge and Ideas:**

##### **Informational Texts**

- Instruction & Practice
  - Language: Greek and Latin Affixes

#### **GRADE 5 DIGITAL RESOURCES**

##### **Chapter 2 Key Ideas and Details: Informational Texts**

- Instruction & Practice
  - Language: Greek and Latin Roots

*continued*

## VOCABULARY

### ■ ELA.6.V.1 Finding Meaning

#### Morphology

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

##### Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts

- Instruction & Practice
  - Language: Greek and Latin Affixes and Roots
- Additional Practice
  - Greek and Latin Affixes and Roots
- Instructional Videos
  - Greek and Latin Affixes and Roots

##### Foundational Skills Handbook

- Instruction & Practice/Lesson Plans/Additional Practice
  - Base Words
  - Prefixes
  - Suffixes
  - Greek and Latin Roots

##### Benchmark Clarifications:

Clarification 1: See Common Greek and Latin Roots 6-8 and Affixes.

#### Context and Connotation

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**ELA.6.V.1.3** Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

##### **GRADE 6 INSTRUCTIONAL GUIDE**

##### **Full Access\***

**Full Access** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

##### **GRADE 6 STUDENT EDITION/TEACHER'S EDITION**

##### **Chapter 1 Key Ideas and Details: Literary Texts**

- Drawing Inferences: "Jabberwocky" by Lewis Carroll (Poem)/"The Walrus and the Carpenter" by Lewis Carroll (Poem)—pp. 12-19
  - Cite Evidence (use context clues to determine meaning of nonsense words)—p. 12

##### **Language**

- Context Clues—p. 38
- Academic and Domain/Content-Specific Words (use a dictionary if needed)—p. 70
- Figures of Speech/Connotations—p. 102

*continued*

VOCABULARY

**■ ELA.6.V.1 Finding Meaning**

**Context and Connotation**

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

- Greek and Latin Roots—p. 134
- Word Relationships—p. 158
- Chapter 3 Craft and Structure: Literary Texts**
- Analyzing Word Choice: “Why the Sea Moans” (Traditional Tale from Brazil)—pp. 76–83
  - Cite Evidence (connotations)—p. 78
- Chapter 4 Craft and Structure: Informational Texts**
- Determining Word Meanings: “What Are Earth’s Systems?” (Technical Science Article)—pp. 108–115
  - Cite Evidence (figurative language/positive or negative connotations)—p. 109
  - Cite Evidence (personification)—p. 110
- End-of-Book Resource**
- Glossary—pp. 263–269
- GRADE 6 TEACHER’S EDITION**
- Drawing Inferences**
- Cite Evidence A (use context clues/dictionary to check inference)—TE p. 14
- Support English Language Learners**
- Preview figurative language with students who are learning English—TE p. 77
- English language learners with limited vocabulary skills may need extra help working with word connotations/use context clues to figure out the meaning of an unknown word or phrase/use a print or online thesaurus or dictionary—TE p. 102
- Chapter 3 Craft and Structure: Literary Texts**
- Analyzing Word Choice: “Why the Sea Moans” (Traditional Tale from Brazil)—pp. 76–83
  - Cite Evidence (figures of speech)—TE p. 82
- Words to Know**
- Working with Word Meaning
  - Use words in sentences with a figurative expression—TE p. 82
- Chapter 4 Craft and Structure: Informational Texts**
- Determining Author’s Point of View or Purpose: “Can Anything Stop the Great Pacific Garbage Patch?” (Opinion Piece)—pp. 124–131
  - Cite Evidence (discuss connotations)—TE p. 126

*continued*

VOCABULARY

**■ ELA.6.V.1 Finding Meaning**

**Context and Connotation**

6<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6

**Chapter 5 Integration of Knowledge and Ideas: Literary Texts**

- Comparing and Contrasting Themes: “The Moon Is Not for Me” (Poem)
  - Genre: Poem (use of figurative language)—TE p. 148

**Language**

- Conventions of English: Independent Practice (use a thesaurus or dictionary in order to substitute precise or descriptive words for general words)—TE p. 217

**Review: Analyzing Word Choice**

- Authors use specific figurative language and connotations to convey a certain meaning or create a particular tone—TE p. 226

**GRADE 6 DIGITAL RESOURCES**

**Each Chapter**

- Student/Teacher Resources
  - Glossary

**Chapter 3 Craft and Structure: Literary Texts**

- Parent Resources
  - Home Connect On the Go: Word Choices: Vivid, Descriptive, Connotations (graphic organizer)

**Chapter 4 Craft and Structure: Informational Texts**

- Parent Resources
  - Home Connect Activity: Find Context Clues/Use a Dictionary (graphic organizer)

**Benchmark Clarifications:**

- Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.  
 Clarification 2: See Context Clues and Word Relationships.  
 Clarification 3: See ELA.6.R.3.1 and Secondary Figurative Language.