Standard ID	Standard Text	Edgenuity Lesson Name
CA.CC.RL.6.	Reading Standards for Literature Key Ideas and Details	
RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
		Author's Craft in Wonder Character Development in Esperanza Rising Characterization in Heart of a Samurai Exploring Theme and Purpose in Blanca Flor Exploring Tone in Poetry Introduction to Identity and Fitting In
		Making Connections to Roll of Thunder, Hear My Cry Making Predictions in a Mystery: "Object Lesson" Narrative Point of View in Seedfolks New Beginnings: Characters in Roll of Thunder, Hear My Cry Plot Development in The Jungle Book Structure of a Drama: Blanca Flor
		That's Pretty Clever! Characters in The Number Devil Wordplay in The Phantom Tollbooth
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.	
		Author's Craft in Wonder Caretakers of the Earth: Examining the Legend of "The Chenoo" Characterization in Heart of a Samurai
		Characters' Perspectives in The Phantom Tollbooth Exploring Theme and Purpose in Blanca Flor
		Making Connections to Roll of Thunder, Hear My Cry Overcoming Obstacles: Word Choice in Heart of a Samurai Theme in The Jungle Book
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.	
		Character Development in Esperanza Rising Characters in Holes Introduction to Identity and Fitting In New Beginnings: Characters in Roll of Thunder, Hear My Cry Overcoming Obstacles: Word Choice in Heart of a Samurai

Standard ID	Standard Text	Edgenuity Lesson Name
RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. *(Cont'd.)*	
		Sensory Language in The Jungle Book
		That's Pretty Clever! Characters in The Number Devil
		Understanding Mythology in Black Ships Before Troy
		Understanding Others: Analyzing Conflict in "Eleven"
	Craft and Structure	
RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards for additional expectations.) CA	
		Characterization in Heart of a Samurai
		Characters' Perspectives in The Phantom Tollbooth
		Comparing Prose and Poetry: Rudyard Kipling's "If"
		Growing Up: Narrative Voice in The Jungle Book
		Making Connections to Roll of Thunder, Hear My Cry
		Overcoming Obstacles: Word Choice in Heart of a Samurai
		Sensory Language in The Jungle Book
		Setting in A Girl Named Zippy
		Understanding Mythology in Black Ships Before Troy
		Wordplay in The Phantom Tollbooth
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.	
		Comparing Prose and Poetry: Rudyard Kipling's "If"
		Details in a Middle Schooler's Personal Narrative
		Sensory Language in The Jungle Book
RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.	
		Characters' Perspectives in The Phantom Tollbooth
		Growing Up: Narrative Voice in The Jungle Book
		Making Predictions in a Mystery: "Object Lesson"
		Narrative Point of View in Seedfolks
	Integration of Knowledge and Ideas	
RL.6.7.	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	
		Author's Craft in Wonder
		Structure of a Drama: Blanca Flor

Standard ID	Standard Text	Edgenuity Lesson Name
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" Structure of a Drama: Blanca Flor
	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.	
		Author's Craft in Wonder
		Caretakers of the Earth: Examining the Legend of "The Chenoo"
		Character Development in Esperanza Rising
		Characterization in Heart of a Samurai
		Characters in Holes
		Characters' Perspectives in The Phantom Tollbooth
		Comparing Prose and Poetry: Rudyard Kipling's "If"
		Details in a Middle Schooler's Personal Narrative
		Exploring Theme and Purpose in Blanca Flor
		Exploring Tone in Poetry
		Growing Up: Narrative Voice in The Jungle Book
		Introduction to Identity and Fitting In
		Making Connections to Roll of Thunder, Hear My Cry
		Making Predictions in a Mystery: "Object Lesson"
		Narrative Point of View in Seedfolks
		New Beginnings: Characters in Roll of Thunder, Hear My Cry
		Overcoming Obstacles: Word Choice in Heart of a Samurai
		Plot Development in The Jungle Book
		Sensory Language in The Jungle Book
		Structure of a Drama: Blanca Flor
		That's Pretty Clever! Characters in The Number Devil
		Theme in The Jungle Book
		Understanding Mythology in Black Ships Before Troy
		Understanding Others: Analyzing Conflict in "Eleven"
		Wordplay in The Phantom Tollbooth

Standard ID	Standard Text	Edgenuity Lesson Name
CA.CC.RI.6.	**Reading Standards for Information Text** Key Ideas and Details	
RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
		Analyzing Descriptions in A Black Hole Is NOT a Hole Author's Viewpoint in Bone Detective Building and Creating: Distinguishing Fact from Opinion in an Essay
		Cause-and-Effect Structure in A Black Hole Is NOT a Hole
		Connecting to Text in The Boy Who Harnessed the Wind
		Details in a Middle Schooler's Personal Narrative Ellis Island National Monument Online: Asking Questions Evaluating an Argument on Healthy Eating Frida Kahlo: Word Choice in a Biography Making Changes: Central Ideas in Immigrant Kids Making Tough Choices: Exploring Graphic Treatment in Citizenship Retelling History through Biography Setting in A Girl Named Zippy Text Features in A Short Walk Around the Pyramids and Through the World of Art
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.	
		Building and Creating: Distinguishing Fact from Opinion in an Essay Connecting to a Fight Against Bullying
		Details in a Middle Schooler's Personal Narrative Ellis Island National Monument Online: Asking Questions Making Changes: Central Ideas in Immigrant Kids Making Tough Choices: Exploring Graphic Treatment in Citizenship Objective Language in a Speech about the Brooklyn Bridge Text Features in A Short Walk Around the Pyramids and Through the World of Art

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).	Author's Viewpoint in Bone Detective Connecting to Text in The Boy Who Harnessed the Wind Details in a Middle Schooler's Personal Narrative Ellis Island National Monument Online: Asking Questions Frida Kahlo: Word Choice in a Biography Objective Language in a Speech about the Brooklyn Bridge Retelling History through Biography Setting in A Girl Named Zippy Text Features in A Short Walk Around the Pyramids and Through the World of Art Visual Text Features in Into the Unknown What's Out There: Exploring a Science Text in A Black Hole Is NOT a Hole
	Craft and Structure	
RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards for additional expectations.) CA	Exploring Tone in Poetry Frida Kahlo: Word Choice in a Biography Visual Text Features in Into the Unknown What's Out There: Exploring a Science Text in A Black Hole Is NOT a Hole
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.	Analyzing a Text by Comparing and Contrasting Analyzing Descriptions in A Black Hole Is NOT a Hole Cause-and-Effect Structure in A Black Hole Is NOT a Hole Frida Kahlo: Word Choice in a Biography Setting in A Girl Named Zippy Synthesizing Information about the Apollo 11 Moon Landing Text Features in A Short Walk Around the Pyramids and Through the World of Art Understanding Complex Information in A Black Hole Is NOT a Hole

Standard ID	Standard Text	Edgenuity Lesson Name
RI.6.5.a.	Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA	
		Cause-and-Effect Structure in A Black Hole Is NOT a Hole Creating a Blog Creating a Public Service Advertisement Text Features in A Short Walk Around the Pyramids and Through the World of Art
RI.6.6.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
		Author's Viewpoint in Bone Detective Building and Creating: Distinguishing Fact from Opinion in an Essay Context Clues and Multiple-Meaning Words Evaluating an Argument on Healthy Eating Frida Kahlo: Word Choice in a Biography Making Tough Choices: Exploring Graphic Treatment in Citizenship Text Structure in "A Student's Guide to Global Climate Change"
	Integration of Knowledge and Ideas	
RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
		Analyzing Descriptions in A Black Hole Is NOT a Hole Cause-and-Effect Structure in A Black Hole Is NOT a Hole Connecting to Text in The Boy Who Harnessed the Wind Making Tough Choices: Exploring Graphic Treatment in Citizenship Synthesizing Information about the Apollo 11 Moon Landing Text Features in A Short Walk Around the Pyramids and Through the World of Art Visual Text Features in Into the Unknown
RI.6.8.	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	
		Evaluating an Argument on Healthy Eating
RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	
		Synthesizing Information about the Apollo 11 Moon Landing

Standard ID	Standard Text	Edgenuity Lesson Name
	Range of Reading and Level of Text Complexity	
RI.6.10.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
		Analyzing Descriptions in A Black Hole Is NOT a Hole
		Author's Viewpoint in Bone Detective
		Building and Creating: Distinguishing Fact from Opinion in an Essay
		Cause-and-Effect Structure in A Black Hole Is NOT a Hole
		Connecting to a Fight Against Bullying
		Connecting to Text in The Boy Who Harnessed the Wind
		Context Clues and Multiple-Meaning Words
		Ellis Island National Monument Online: Asking Questions
		Evaluating an Argument on Healthy Eating
		Frida Kahlo: Word Choice in a Biography
		Making Changes: Central Ideas in Immigrant Kids
		Making Tough Choices: Exploring Graphic Treatment in Citizenship
		Objective Language in a Speech about the Brooklyn Bridge
		Retelling History through Biography
		Synthesizing Information about the Apollo 11 Moon Landing
		Text Features in A Short Walk Around the Pyramids and Through the World of Art
		Text Structure in "A Student's Guide to Global Climate Change"
		Understanding Complex Information in A Black Hole Is NOT a Hole
		Visual Text Features in Into the Unknown
		What's Out There: Exploring a Science Text in A Black Hole Is NOT a Hole
CA.CC.W.6.	Writing Standards Text Types and Purposes	
W.6.1.	Write arguments to support claims with clear reasons and relevant evidence.	
W.6.1.a.	Introduce claim(s) and organize the reasons and evidence clearly.	
		Creating a Public Service Advertisement
		Writing an Argumentative Essay about a Tradition
		Writing an Argumentative Essay about an Injustice

Standard ID	Standard Text	Edgenuity Lesson Name
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.	Creating a Public Service Advertisement Writing an Argumentative Essay about a Tradition Writing an Argumentative Essay about an Injustice
W.6.1.c.	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Creating a Public Service Advertisement Writing an Argumentative Essay about a Tradition Writing an Argumentative Essay about an Injustice
W.6.1.d.	Establish and maintain a formal style.	Writing an Argumentative Essay about an Injustice
W.6.1.e.	Provide a concluding statement or section that follows from the argument presented.	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 or thesis statement; 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. CA	Analyzing a Text by Comparing and Contrasting Analyzing Procedural Text Responding to Facts in an Informational Text Responding to Theme and Character in a Narrative Writing a Thank-You Letter Writing an Analysis of Literary Characters
W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Analyzing a Text by Comparing and Contrasting Analyzing Procedural Text Responding to Facts in an Informational Text Responding to Quotations in an Informational Text Responding to Theme and Character in a Narrative Writing a Thank-You Letter Writing an Analysis of Literary Characters Writing for Your Audience

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 Analyzing Procedural Text Responding to Theme and Character in a Narrative Writing a Thank-You Letter Writing an Analysis of Literary Characters
W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Analyzing Procedural Text Responding to Theme and Character in a Narrative Writing a Thank-You Letter Writing an Analysis of Literary Characters Writing for Your Audience
W.6.2.e.	Establish and maintain a formal style.	Writing a Thank-You Letter Writing an Analysis of Literary Characters Writing for Your Audience
W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.	Writing a Thank-You Letter Writing an Analysis of Literary Characters
W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Ordering Events in a Personal Narrative Writing a Personal Narrative about Fitting In Writing a Strong Conclusion
W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Ordering Events in a Personal Narrative Writing a Personal Narrative about Fitting In Writing a Strong Conclusion
W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Ordering Events in a Personal Narrative Writing a Personal Narrative about Fitting In

Standard ID	Standard Text	Edgenuity Lesson Name
W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	
		Ordering Events in a Personal Narrative Writing a Personal Narrative about Fitting In
W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.	
		Ordering Events in a Personal Narrative Writing a Personal Narrative about Fitting In Writing a Strong Conclusion
	Production and Distribution of Writing	
W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
		Analyzing Procedural Text Creating a Public Service Advertisement Ordering Events in a Personal Narrative Responding to Facts in an Informational Text Writing a Personal Narrative about Fitting In Writing a Strong Conclusion Writing an Informative Essay about the Immigrant Experience Writing for Your Audience
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)	
		Analyzing Procedural Text Writing a Personal Narrative about Fitting In Writing an Analysis of Literary Characters Writing an Informative Essay about the Immigrant Experience
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 a Personal Narrative about Fitting In Writing an Informative Essay about the Immigrant Experience

Standard ID	Standard Text	Edgenuity Lesson Name
	Research to Build and Present Knowledge	
W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
		Creating a Public Service Advertisement Writing an Informative Essay about the Immigrant Experience
W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
		Responding to Quotations in an Informational Text Writing an Informative Essay about the Immigrant Experience
W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.6.9.a.	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	
		Analyzing a Text by Comparing and Contrasting Setting in A Girl Named Zippy
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").	
		Analyzing a Text by Comparing and Contrasting Responding to Facts in an Informational Text
		Responding to Quotations in an Informational Text
	Range of Writing	
W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
		Creating a Blog Creating a Public Service Advertisement
		Responding to Theme and Character in a Narrative Writing an Analysis of Literary Characters
		Writing an Argumentative Essay about a Tradition
		Writing an Argumentative Essay about an Injustice Writing an Informative Essay about the Immigrant Experience

Standard ID	Standard Text	Edgenuity Lesson Name
CA.CC.SL.6. SL.6.1.	Speaking and Listening Standards 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.	
SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Group Discussion
SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Group Discussion
SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Group Discussion
SL.6.2.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Group Discussion
		Cause-and-Effect Structure in A Black Hole Is NOT a Hole Connecting to Text in The Boy Who Harnessed the Wind Creating a Blog Creating a Multimedia Presentation Creating a Public Service Advertisement Synthesizing Information about the Apollo 11 Moon Landing
SL.6.3.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Group Discussion
	Presentation of Knowledge and Ideas	
SL.6.4.	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.CA	Creating a Blog Creating a Multimedia Presentation Creating a Public Service Advertisement Group Discussion

Standard ID	Standard Text	Edgenuity Lesson Name
SL.6.4.a.	Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA	Creating a Blog Creating a Multimedia 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 Multimedia 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. (See grade 6 Language standards 1 and 3 for specific expectations.)	
CA.CC.L.6.	Language Standards Conventions of Standards English	
L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Pronouns
L.6.1.a.	Ensure that pronouns are in the proper case (subjective, objective, possessive).	Pronouns
L.6.1.b.	Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly. CA	Pronouns
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 other' 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

Standard ID	Standard Text	Edgenuity Lesson Name
L.6.3.	Knowledge of Language 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.	Creating a Multimedia Presentation Group Discussion Sentence Patterns
L.6.3.b.	Maintain consistency in style and tone.	Creating a Multimedia Presentation Group Discussion Sentence Patterns
L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	
L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Context Clues and Multiple-Meaning Words Denotation and Connotation Understanding Complex Information in A Black Hole Is NOT a Hole Understanding Greek and Latin Affixes and Roots
L.6.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Understanding Greek and Latin Affixes and Roots
L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Using Reference Materials
L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Using Reference Materials
L.6.5.	Vocabulary Acquisition and Use 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 Figurative Language Making Connections to Roll of Thunder, Hear My Cry
L.6.5.b.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Exploring Word Relationships and Figurative Language

Standard ID	Standard Text	Edgenuity Lesson Name
L.6.5.c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	
		Denotation and Connotation
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