

ELA.6.R.1 Reading Prose and Poetry

Literary Elements

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.R.1.1: Analyze how the interaction between characters contributes to the development of a plot in a literary text.</p>	<p>Chapter 1 Using Evidence to Support Inferences Preview Concepts/Chapter Goals/Making Connections—pp. 8–9</p> <ul style="list-style-type: none"> ▪ <i>Bud, Not Buddy</i> by Christopher Paul Curtis (excerpt/fiction) Second Read: Analyzing Characters—pp. 15–16 Third Read: Analyzing Dialogue—pp. 16–18 <p>Chapter 2 Analyzing Plot and Theme in a Memoir Preview Concepts/Chapter Goals/Making Connections—pp. 23–24</p> <ul style="list-style-type: none"> ▪ <i>My Life in Dog Years</i> by Gary Paulsen (excerpt/memoir) First Read: Summarizing Plot—pp. 25–32 Second Read: Analyzing Theme—pp. 32–33 <p>Chapter 5 Understanding the Theme of a Play Preview Concepts/Chapter Goals/Making Connections—pp. 74–75</p> <ul style="list-style-type: none"> ▪ <i>Damon and Pythias retold</i> by Fan Kissen (excerpt/radio play) Second Read: Analyzing Characters—pp. 83–84 <p>Chapter 8 Exploring Character Development in Nonfiction Preview Concepts/Chapter Goals/Making Connections—pp. 137–138</p> <ul style="list-style-type: none"> ▪ <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (excerpt/autobiography) First Read: Understanding Character Development—pp. 139–142 Second Read: Analyzing How Chapters Develop the Author’s Ideas—pp. 142–147 Third Read: Determining the Author’s Point of View—pp. 147–148 <p>Chapter 10 Reading and Comprehending Drama Preview Concepts/Chapter Goals/Making Connections—pp. 169–170</p> <ul style="list-style-type: none"> ▪ <i>The Diary of Anne Frank</i> adapted by Frances Goodrich and Albert Hackett (excerpt/play) First Read: Understanding Plot and Characters in Drama—pp. 171–179 <p>Chapter 12 Analyzing How Episodes in a Novel Reveal Conflict and Character <ul style="list-style-type: none"> ▪ <i>Out of My Mind</i> by Sharon Draper (excerpt/fiction) Preview Concepts/Chapter Goals/Making Connections—pp. 224–225 First Read: Analyzing Exposition—pp. 226–229 Second Read: Analyzing Character Development—pp. 229–232 Third Read: Analyzing an Episode in a Novel—pp. 232–237</p> <p>Chapter 16 Analyzing Characters and Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 308–309</p> <ul style="list-style-type: none"> ▪ <i>Flush</i> by Carl Hiaasen (excerpt/fiction) First Read: Summarizing Events—pp. 310–316 Second Read: Making Inferences About Characters—pp. 316–319

ELA.6.R.1 Reading Prose and Poetry

Theme

Benchmark Clarifications

- Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message. See Theme in Glossary.
- Clarification 2: Students should be introduced to the concept of universal themes, although mastery isn’t expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
- Clarification 3: Where the development of multiple themes is being analyzed, the themes may come from the same or multiple literary texts.

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.R.1.2: Analyze the development of stated or implied theme(s) throughout a literary text.</p>	<p>Chapter 2 Analyzing Plot and Theme in a Memoir Preview Concepts/Chapter Goals/Making Connections—pp. 23–24</p> <ul style="list-style-type: none"> ▪ <i>My Life in Dog Years</i> by Gary Paulsen (excerpt/memoir) <p>First Read: Summarizing Plot—pp. 25–32 Second Read: Analyzing Theme—pp. 32–33 Third Read: Identifying How Word Choice Reveals Point of View—pp. 34–35</p> <p>Chapter 5 Understanding the Theme of a Play Preview Concepts/Chapter Goals/Making Connections—pp. 74–75</p> <ul style="list-style-type: none"> ▪ <i>Damon and Pythias retold</i> by Fan Kissen (excerpt/radio play) <p>First Read: Understanding Theme—pp. 76–82 Second Read: Analyzing Characters—pp. 83–84 Third Read: Analyzing the Structure of a Play—pp. 84–86</p> <p>Chapter 10 Reading and Comprehending Drama Preview Concepts/Chapter Goals/Making Connections—pp. 169–170</p> <ul style="list-style-type: none"> ▪ <i>The Diary of Anne Frank adapted</i> by Frances Goodrich and Albert Hackett (excerpt/play) <p>Second Read: Determining the Theme—pp. 179–180</p> <p>Chapter 11 Analyzing Sensory Language and Structure in Poetry Preview Concepts/Chapter Goals/Making Connections—pp. 208–209</p> <ul style="list-style-type: none"> ▪ “<i>Words Free as Confetti</i>” by Pat Mora (poetry) <p>First Read: Determining Theme—pp. 210–212</p> <p>Chapter 20 Analyzing Theme Through Sensory Language Preview Concepts/Chapter Goals/Making Connections—pp. 386–387</p> <ul style="list-style-type: none"> ▪ <i>Silent Spring</i> by Rachel Carson (excerpt/nonfiction essay) <p>First Read: Identifying a Theme—pp. 388–393</p>

Perspective and Point of View

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.

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.R.1.3: Explain the influence of multiple narrators and/or shifts in point of view in a literary text.</p>	<p>Chapter 2 Analyzing Plot and Theme in a Memoir Preview Concepts/Chapter Goals/Making Connections—pp. 23–24</p> <ul style="list-style-type: none"> ▪ <i>My Life in Dog Years</i> by Gary Paulsen (excerpt/memoir) <p>Third Read: Identifying How Word Choice Reveals Point of View—pp. 34–35</p> <p style="text-align: right;"><i>continued</i></p>

ELA.6.R.1 Reading Prose and Poetry

Perspective and Point of View

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.

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
	<p>Chapter 4 Comparing and Contrasting Ideas from Multiple Texts Preview Concepts/Chapter Goals/Making Connections—pp. 60–61</p> <ul style="list-style-type: none"> “Reflections on True Friendship” by Andrew O’Hagan (excerpt/personal essay) <p>Second Read: Understanding Author’s Point of View—pp. 66–67</p> <p>Chapter 8 Exploring Character Development in Nonfiction Preview Concepts/Chapter Goals/Making Connections—pp. 137–138</p> <ul style="list-style-type: none"> Narrative of the Life of Frederick Douglass, an American Slave by Frederick Douglass (excerpt/autobiography) <p>Third Read: Determining the Author’s Point of View—pp. 147–148</p> <p>Chapter 13 Analyzing Points of View in a Memoir First Read: Using Details to Determine the Central Idea—SB/TWE pp. 246–251</p> <p>Second Read: Analyzing Varying Points of View in a Narrative—SB/TWE pp. 252–254</p> <p>Third Read: Integrating Visuals and a Text—SB/TWE pp. 254–256</p> <p>Chapter 16 Analyzing Characters and Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 308–309</p> <ul style="list-style-type: none"> Flush by Carl Hiaasen (excerpt/fiction) <p>Third Read: Understanding Point of View—pp. 319–322</p>

Poetry

Benchmark Clarifications

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

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.R.1.4: Describe the impact of various poetic forms on meaning and style.</p>	<p>Chapter 7 Understanding Poetry Preview Concepts/Chapter Goals/Making Connections—pp. 124–125</p> <ul style="list-style-type: none"> “Mother to Son” by Langston Hughes (poetry) <p>First Read: Uncovering a Poem’s Message—pp. 126–128</p> <p>Second Read: Understanding Images in Poetry—pp. 128–129</p> <p>Third Read: Recognizing a Tonal Shift—pp. 130–131</p> <p>Chapter 11 Analyzing Sensory Language and Structure in Poetry Preview Concepts/Chapter Goals/Making Connections—pp. 208–209</p> <ul style="list-style-type: none"> “Words Free as Confetti” by Pat Mora (poetry) <p>First Read: Determining Theme—pp. 210–212</p> <p>Second Read: Analyzing Sensory Language—pp. 212–215</p> <p>Third Read: Analyzing Structure—pp. 215–218</p>

ELA.6.R.2 Reading Informational Text

Structure

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.R.2.1: Explain how individual text sections and/or features convey meaning in texts.</p>	<p>Chapter 5 Understanding the Theme of a Play Preview Concepts/Chapter Goals/Making Connections—pp. 74–75</p> <ul style="list-style-type: none"> ▪ <i>Damon and Pythias retold by Fan Kissen (excerpt/radio play)</i> Third Read: Analyzing the Structure of a Play—pp. 84–86 <p>Chapter 11 Analyzing Sensory Language and Structure in Poetry Preview Concepts/Chapter Goals/Making Connections—pp. 208–209</p> <ul style="list-style-type: none"> ▪ <i>“Words Free as Confetti” by Pat Mora (poetry)</i> Third Read: Analyzing Structure—pp. 215–218 <p>Chapter 14 Comparing and Contrasting Authors’ Presentations of Events Preview Concepts/Chapter Goals/Making Connections—pp. 265–266</p> <ul style="list-style-type: none"> ▪ <i>“On to Victory in China” by Gloria W. Lannom (article)</i> First Read: Identifying the Central Idea (text features: titles, subheadings)—pp. 267–270 <p>Chapter 17 Analyzing How Central Ideas Are Developed Preview Concepts/Chapter Goals/Making Connections—pp. 330–331</p> <ul style="list-style-type: none"> ▪ <i>“Saving Our Sea Turtles” by Elizabeth Preston (excerpt/article)</i> Third Read: Analyzing the Structure of a Text—pp. 343–345 <p>Read, Reread, and Read Again Second Read (How does the structure of the text emphasize the ideas?)—p. 6</p> <p>Second Read Focus on <i>How?</i> (structure of the text)—pp. 15, 32, 50, 66, 83, 116, 128, 142, 161, 179, 212, 229, 252, 270, 285, 316, 341, 358, 374, 393</p>

Central Idea

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.

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.R.2.2: Analyze the central idea(s), implied or explicit, and its development throughout a text.</p>	<p>Chapter 6 Analyzing the Power and Purpose of Nonfiction Preview Concepts/Chapter Goals/Making Connections—pp. 110–111</p> <ul style="list-style-type: none"> ▪ <i>“Sometimes, the Earth Is Cruel” by Leonard Pitts Jr. (nonfiction essay)</i> First Read: Determining the Central Idea—pp. 112–116 <p>Chapter 13 Analyzing Points of View in a Memoir Preview Concepts/Chapter Goals/Making Connections—pp. 244–245</p> <ul style="list-style-type: none"> ▪ <i>Red Scarf Girl by Ji-li Jiang (excerpt/memoir)</i> First Read: Using Details to Determine the Central Idea—pp. 246–251 <p style="text-align: right;"><i>continued</i></p>

ELA.6.R.2 Reading Informational Text

Central Idea

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.

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
	<p>Chapter 14 Comparing and Contrasting Authors’ Presentations of Events Preview Concepts/Chapter Goals/Making Connections—pp. 265–266</p> <ul style="list-style-type: none"> ▪ <i>“On to Victory in China” by Gloria W. Lannom (article)</i> First Read: Identifying the Central Idea—pp. 267–270 <p>Chapter 17 Analyzing How Central Ideas Are Developed Preview Concepts/Chapter Goals/Making Connections—pp. 330–331</p> <ul style="list-style-type: none"> ▪ <i>“Saving Our Sea Turtles” by Elizabeth Preston (excerpt/article)</i> First Read: Determining Word Meanings—pp. 332–341 Second Read: Analyzing the Development of the Central Idea—pp. 341–343 Third Read: Analyzing the Structure of a Text—pp. 343–34

Purpose and Perspective

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.R.2.3: Analyze authors’ purpose(s) in multiple accounts of the same event or topic.</p>	<p>Chapter 6 Analyzing the Power and Purpose of Nonfiction Preview Concepts/Chapter Goals/Making Connections—pp. 110–111</p> <ul style="list-style-type: none"> ▪ <i>“Sometimes, the Earth Is Cruel” by Leonard Pitts Jr. (nonfiction essay)</i> First Read: Determining the Central Idea—pp. 112–116 Second Read: Recognizing the Purpose of Repetition—pp. 116–117 Third Read: Interpreting Literary Devices—pp. 118–119 <p>Chapter 9 Determining Speaker’s Purpose Preview Concepts/Chapter Goals/Making Connections—pp. 155–156</p> <ul style="list-style-type: none"> ▪ <i>“Blood, Toil, Tears and Sweat” by Winston Churchill (speech)</i> First Read: What the Speech Says—pp. 157–160 Second Read: Exploring Rhetoric—pp. 161–162 Third Read: Determining a Speaker’s Purpose—pp. 162–164 <p>Chapter 14 Comparing and Contrasting Authors’ Presentations of Events Preview Concepts/Chapter Goals/Making Connections—pp. 265–266</p> <ul style="list-style-type: none"> ▪ <i>“On to Victory in China” by Gloria W. Lannom (article)</i> Second Read: Understanding Author’s Purpose—pp. 270–272

ELA.6.R.2 Reading Informational Text

Argument

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).

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.R.2.4: Track the development of an argument, identifying the types of reasoning used.</p>	<p>Chapter 3 Identifying an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 44–45</p> <ul style="list-style-type: none"> ▪ “Why We Need Friends Now More Than Ever” by Lori Chandler (excerpt/article) <p>First Read: Understanding Word Meanings—pp. 46–50 Second Read: Identifying Claims—pp. 50–53 Third Read: Identifying Reasons and Evidence—pp. 53–55</p>

ELA.6.R.3 Reading Across Genres

Interpreting Figurative Language

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.

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.R.3.1: Explain how figurative language contributes to tone and meaning in text(s).</p>	<p>Chapter 6 Analyzing the Power and Purpose of Nonfiction Preview Concepts/Chapter Goals/Making Connections—pp. 110–111</p> <ul style="list-style-type: none"> ▪ “Sometimes, the Earth Is Cruel” by Leonard Pitts Jr. (nonfiction essay) <p>Preview Academic Vocabulary (anaphora, hyperbole, personification, repetition)—p. 110 Third Read: Interpreting Literary Devices—pp. 118–119</p> <p>Chapter 9 Determining Speaker’s Purpose Preview Concepts/Chapter Goals/Making Connections—pp. 155–156</p> <ul style="list-style-type: none"> ▪ “Blood, Toil, Tears and Sweat” by Winston Churchill (speech) <p>Second Read: Exploring Rhetoric—pp. 161–162</p> <p>Chapter 11 Analyzing Sensory Language and Structure in Poetry Preview Concepts/Chapter Goals/Making Connections—pp. 208–209</p> <ul style="list-style-type: none"> ▪ “Words Free as Confetti” by Pat Mora (poetry) <p>Second Read: Analyzing Sensory Language—pp. 212–215</p> <p>Chapter 20 Analyzing Theme Through Sensory Language Preview Concepts/Chapter Goals/Making Connections—pp. 386–387</p> <ul style="list-style-type: none"> ▪ <i>Silent Spring</i> by Rachel Carson (excerpt/nonfiction essay) <p>Second Read: Analyzing Sensory Description—pp. 393–396 Third Read: Analyzing Author’s Craft—pp. 396–397</p> <p>Language Anaphora, p. 120; Dialect, p. 131; Repetition in Rhetoric, p. 164; Idioms, pp. 322–324</p>

ELA.6.R.2 Reading Informational Text

Paraphrasing and Summarizing

Benchmark Clarifications

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

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.R.3.2: Paraphrase content from grade-level texts.</p>	<p>Chapter 1 Using Evidence to Support Inferences Preview Concepts/Chapter Goals/Making Connections—pp. 8–9</p> <ul style="list-style-type: none"> ▪ <i>Bud, Not Buddy</i> by Christopher Paul Curtis (excerpt/fiction) First Read: Citing Textual Evidence to Support Inferences (quote the text/paraphrase the text)—p. 14 <p>Chapter 4 Comparing and Contrasting Ideas from Multiple Texts Preview Concepts/Chapter Goals/Making Connections—pp. 60–61</p> <ul style="list-style-type: none"> ▪ “Reflections on True Friendship” by Andrew O’Hagan (excerpt/personal essay) First Read: Analyzing How Key Ideas Are Developed (paraphrase)—pp. 64–65 Third Read: Comparing Ideas Presented in Multiple Texts (paraphrase)—pp. 68–69 <p>Chapter 16 Analyzing Characters and Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 308–309</p> <ul style="list-style-type: none"> ▪ <i>Flush</i> by Carl Hiaasen (excerpt/fiction) First Read: Summarizing Events—pp. 310–316 <p>Chapter 18 Comparing and Contrasting Texts Preview Concepts/Chapter Goals/Making Connections—pp. 352–353</p> <ul style="list-style-type: none"> ▪ “Song for the Turtles in the Gulf” by Linda Hogan (poetry) First Read: Summarizing Central Ideas—pp. 354–358 <p>Chapter 20 Analyzing Theme Through Sensory Language Preview Concepts/Chapter Goals/Making Connections—pp. 386–387</p> <ul style="list-style-type: none"> ▪ <i>Silent Spring</i> by Rachel Carson (excerpt/nonfiction essay) First Read: Identifying a Theme: First Response: Key Ideas and Details (paraphrase)—pp. 391 <p>Project-Project-Based Assessments Argument Analysis (paraphrase), pp. 56–57</p> <p>The Writing Process Take Notes (paraphrase information)—p. 407</p>

ELA.6.R.3 Reading Across Genres

Comparative Reading

Benchmark Clarifications

- Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.
- Clarification 1: Texts for this benchmark should be selected from the following literary periods:
American Literature
 - Colonial and Early National Period (1600–1830)
 - Romantic Period (1790–1870)
 - Realism and Naturalism Period (1870–1930)
 - Modernist Period (1910–1945)
 - Contemporary Period (1945–present)

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.R.3.3: Compare and contrast how authors from different time periods address the same or related topics.</p>	<p>Chapter 4 Comparing and Contrasting Ideas from Multiple Texts Preview Concepts/Chapter Goals/Making Connections—pp. 60–61</p> <ul style="list-style-type: none"> ▪ “Reflections on True Friendship” by Andrew O’Hagan (excerpt/personal essay) <p>First Read: Analyzing How Key Ideas Are Developed—pp. 62–66 Second Read: Understanding Author’s Point of View—pp. 66–67 Third Read: Comparing Ideas Presented in Multiple Texts—pp. 67–69</p>

Understanding Rhetoric

Benchmark Clarifications

- Clarification 1: Students will identify the appeals of logos, ethos, and pathos.
- Clarification 2: See Rhetorical Appeals.

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.R.3.4: Identify rhetorical appeals in a text.</p>	<p>Chapter 6 Analyzing the Power and Purpose of Nonfiction Preview Concepts/Chapter Goals/Making Connections—pp. 110–111</p> <ul style="list-style-type: none"> ▪ “Sometimes, the Earth Is Cruel” by Leonard Pitts Jr. (nonfiction essay) <p>Second Read: Recognizing the Purpose of Repetition—pp. 116–117</p> <p>Chapter 9 Determining Speaker’s Purpose Preview Concepts/Chapter Goals/Making Connections—pp. 155–156</p> <ul style="list-style-type: none"> ▪ “Blood, Toil, Tears and Sweat” by Winston Churchill (speech) <p>First Read: What the Speech Says—pp. 157–160 Second Read: Exploring Rhetoric—pp. 161–162 Third Read: Determining a Speaker’s Purpose—pp. 162–164</p> <p>Language Repetition in Rhetoric, p. 164</p> <p>Introducing Close Reading Practice Close “Watching” (appeals to emotion (pathos), logic (logos), or ethics/character (ethos))—TWE p. xxiii</p>

6th Grade Communication

ELA.6.C.1 Communicating Through Writing

Narrative Writing

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.

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.C.1.2: Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p>	<p>Unit 2 Writing Writing a Personal Narrative—pp. 188–196</p> <p>Project-Project-Based Assessments Comic Strip, p. 20; Memoir, pp. 38–39; Pop-Up Poetry Presentation, p. 133; Readers Theater, pp. 183–184; Write a New Ending, pp. 184–185; Poetry Puzzle, pp. 219–220; Free Verse Poem, pp. 220–221; Add a Chapter, p. 240; Biopoem, pp. 324–325; Change the Point of View, p. 325; Write a Fable, p. 400</p>

Argumentative Writing

Benchmark Clarifications

- Clarification 1: See Writing Types and Elaborative Techniques.

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>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.</p>	<p>Unit 3 Writing Writing a Literary Analysis—pp. 294–301</p> <p>Unit 4 Writing Writing an Argument—pp. 403–412</p> <p>Project-Project-Based Assessments Argument Analysis, p. 56; Ridiculous Arguments, pp. 56–57; Friend or Foe of Humankind? Greek Gods and Goddesses Mini Poster, pp. 88–89; Poetry Explication, p. 132; Graduation Speech, p. 165; Speedy Speeches, pp. 165–166; Poster of Protest, pp. 258–259; Write a Protest Song, pp. 275–276; Brochure, pp. 347–348; Bringing Awareness Project, p. 381; Literary Analysis, p. 399</p> <p>Practice Performance Task Argumentative Essay—pp. 413–419</p>

Expository Writing

Benchmark Clarifications

- Clarification 1: See Writing Types and Elaborative Techniques.

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>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.</p>	<p>Unit 1 Writing Writing an Informative Essay—pp. 93–100</p> <p>Write Lesson writing assignments—pp. 15, 16, 18, 32, 35, 55, 66, 69, 84, 86, 116, 119, 129, 148, 164, 179, 182, 218, 251, 256, 270, 274, 289, 316, 318, 340, 345, 358, 393, 397</p> <p style="text-align: right;"><i>continued</i></p>

6th Grade Communication

ELA.6.C.1 Communicating Through Writing

Expository Writing

Benchmark Clarifications

- Clarification 1: See Writing Types and Elaborative Techniques.

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
	<p>Practice Performance Task</p> <ul style="list-style-type: none"> Informational/Explanatory Paper—pp. 101–108 Compare and Contrast Paper—pp. 197–206 Essential Question Essay—pp. 302–306 <p>Project-Based Assessments</p> <ul style="list-style-type: none"> Compare/Contrast Essay, pp. 363–364; Interview and Presentation, p. 71; Milestone Map, pp. 37–38; Staged Interview, p. 151; Timeline, pp. 290–291

Improving Writing

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.C.1.5: Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p>	<p>The Writing Process</p> <ul style="list-style-type: none"> pp. 94–100, 189–196, 295–301, 404–412 <p>Planning</p> <ul style="list-style-type: none"> Prepare to Write (purpose, audience, content, additional requirements)—pp. 94, 188, 294, 403 Brainstorming for Ideas/a Topic—pp. 94, 189, 295, 404 Generate Ideas—pp. 96, 295 Organize Ideas—pp. 97, 191, 298, 408 Citing Sources—p. 98 Citing Authors—p. 191 Develop Character—p. 192 Add Style—p. 193 Gather Information—p. 405 Write a Claim—p. 405 Conduct Research—p. 407 Taking Notes—p. 407 First Draft—pp. 98, 193, 299, 410 <p>Revising and Editing (with feedback)</p> <ul style="list-style-type: none"> Revision—pp. 98, 194, 299, 410 First Peer Review (Steps for Peer Review)—pp. 99, 194, 300, 410 Second Peer Review/Self Review—pp. 99, 195 Second Peer Review (Partner)—p. 300 Second Review (Teacher/Parent)—p. 411 Final Peer Review—pp. 100, 196, 301, 411 Proofread—pp. 100, 196, 301, 412 Final Essay—pp. 100, 196, 301, 412 Fluency Check—pp. 196, 301

6th Grade Communication

ELA.6.C.2 Communicating Orally

Oral Presentation

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.

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p>	<p>Speak and Listen Oral communications (partner, small group, class discussions)— pp. 16, 33, 35, 50, 67, 69, 82, 84, 116, 117, 119, 128, 131, 147, 162, 180, 212, 214, 229, 232, 237, 253, 256, 270, 272, 274, 285, 287, 289, 316, 322, 341, 345, 358, 361, 374, 376, 378, 393, 396, 397</p> <p>Project-Based Assessments Podcast, pp. 89–90, 240–241; Digital Presentation, pp. 120–121, 150–151, 364; Graduation Speech, p. 165; Speedy Speeches, pp. 165–166; Pictorial Presentation, pp. 346–347</p>

ELA.6.C.3 Following Conventions

Conventions

Benchmark Clarifications

- Clarification 1: Skills to be implemented but not yet mastered are as follows:
 - Use verbals including gerunds, infinitives, and participial phrases.
 - Use comparative and superlative forms of adjectives.
 - Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.

Skills to be implemented but not yet mastered are as follows:

- Appropriately use colons.
 - Appropriately use dangling modifiers.
 - Appropriately use ellipses.
 - Appropriately use hyphens.
 - Vary sentence structure.
- Clarification 2: See Convention Progression by Grade Level for more information.

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p>Language (grammar, punctuation, capitalization, spelling) Consistent Verb Tenses, pp. 35–36; Quotation Marks with Direct Quotations, pp. 55–56; Intensive Pronouns, pp. 69–70; Punctuation in Plays, pp. 86–87; Comma with an Introductory Phrase, pp. 149–150; Ellipsis, pp. 182–183; Using Commas with Direct Address, pp. 218–219; Using Pronouns in the Correct Case, pp. 237–239; Capitalization of Proper Nouns, p. 257; Commas with Lists, p. 275; Dashes, pp. 289–290; Colons, pp. 345–346; Pronouns, pp. 361–363; Varying Sentence Patterns, pp. 378–379; Commas Before Conjunctions, p. 398</p>

6th Grade Communication

ELA.6.C.4 Researching

Researching and Using Information

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.

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p>	<p>On Your Own Integrating Ideas (research)—pp. 20, 39, 57, 90, 121, 134, 152, 167, 185, 221, 241, 261, 277, 291, 326, 348, 365, 382, 400</p> <p>Tech-Connect Conduct research online—pp. 16, 18, 32, 55, 64, 82, 185, 211, 268, 341, 358</p> <p>Project-Based Assessments (requiring research) Friend or Foe of Humankind? Greek Gods and Goddesses Mini Poster, pp. 88–89; Digital Presentation, pp. 120–121; Digital Presentation, pp. 150–151; Staged Interview, p. 151; Timeline, pp. 290–291; Pictorial Presentation, pp. 346–347; Bringing Awareness Project, p. 381</p> <p>The Writing Process Generate Ideas (research)—p. 96 Gather Information—p. 405 Conduct Research—p. 407 Organize Your Ideas (more research)—p. 408</p>

ELA.6.C.5 Creating and Collaborating

Multimedia

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.

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.C.5.1: Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p>	<p>Project-Based Assessments Podcast, pp. 89–90, 240–241; Digital Presentation, pp. 120–121, 150–151, 364; Pictorial Presentation, pp. 346–347</p>

Technology in Communication

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>ELA.6.C.5.2: Use digital tools to produce writing.</p>	<p>Tech-Connect Online search, collaboration, and publication—pp. 16, 18, 32, 49, 55, 64, 82, 116, 120, 127, 141, 159, 182, 211, 219, 250, 268, 284, 314, 337, 341, 356, 358, 373, 391</p> <p>Final Essay/Final Narrative/Final Text Upload essay to websites or blog—pp. 100, 196, 301, 412</p> <p style="text-align: right;"><i>continued</i></p>

6th Grade Communication

ELA.6.C.5 Creating and Collaborating

Technology in Communication

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
	Using Technology in the Classroom TWE pp. 423–424

6th Grade Vocabulary

ELA.6.V.1 Finding Meaning

Academic Vocabulary

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.

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
ELA.6.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.	<p>Chapter 15 Analyzing Word Meaning First Read: Defining Key Terms—pp. 282–285</p> <p>Chapter 19 Analyzing Claims and Support First Read: Defining Key Terms—pp. 371–374</p> <p>Chapter Introduction Preview Academic Vocabulary—pp. 8, 23, 43, 60, 74, 110, 124, 137, 155, 169, 208, 224, 244, 265, 280, 308, 330, 352, 369, 386</p>

Morphology

Benchmark Clarifications

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

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, 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.	<p>Chapter 17 Analyzing How Central Ideas Are Developed Focus on Determining Word Meanings (prefix, root, suffix)—pp. 340–341</p> <p>Language Using a Dictionary, pp. 110–111; Defining Words (affixes/word parts), p. 170</p>

ELA.6.V.1 Finding Meaning

Context and Connotation

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.

6 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 6
<p>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.</p>	<p>Unit 1 Essential Question (connotation)—p. 7</p> <p>Chapter 3 Identifying an Argument Preview Academic Vocabulary (connotation)—p. 23 Third Read: Identifying How Word Choice Reveals Point of View (connotation/denotation)—pp. 34–35</p> <p>Chapter 3 Identifying an Argument Preview Academic Vocabulary (connotative/denotative meaning)—p. 43 First Read: Understanding Word Meanings (connotative/denotative meaning)—pp. 46–50</p> <p>Chapter 11 Analyzing Sensory Language and Structure in Poetry Preview Academic Vocabulary (emotional connotations)—p. 208 Second Read: Analyzing Sensory Language—pp. 212–215</p> <p>Chapter 13 Analyzing Points of View in a Memoir Preview Concepts (connotation/denotation)—p. 244 First Read: Using Details to Determine the Central Idea (connotations/denotations)—pp. 246–251</p> <p>Chapter 15 Analyzing Word Meaning First Read: Defining Key Terms (context clues/dictionary)—pp. 282–285</p> <p>Chapter 17 Analyzing How Central Ideas Are Developed First Read: Determining Word Meanings (context clues/synonyms/antonyms)—pp. 332–341</p> <p>Chapter 18 Comparing and Contrasting Texts Preview Academic Vocabulary (connotation/denotation)—p. 352 Second Read: Analyzing Word Choice (connotation/denotation)—pp. 358–359</p> <p>First Read Preview Vocabulary (use context clues/use a dictionary)—TWE pp. 10, 25, 46, 62, 76, 112, 126, 139, 157, 171, 210, 226, 246, 267, 282, 310, 332, 354, 371, 388</p> <p>Second Read Preview Vocabulary (determine a word’s meaning using context)—TWE p. 142</p> <p>The Writing Process Generate Ideas (connotative/denotative meaning)—pp. 96, 298 Add Style (experiment with figurative language)—p. 193</p> <p>Remediation Second Read (figurative language/simile)—TWE p. 213 Free Verse Poem (figurative language/sound devices)—TWE p. 220</p>