

COMMON CORE Standards Plus®



Language Arts GRADE 6 Teacher Edition



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Common Core Standards Plus® - Language Arts Grade 6

What is Common Core Standards Plus?

Research Behind Standards Plus:

Common Core Standards Plus is produced by Learning Plus Associates, a Nonprofit Public Benefit Corporation dedicated to creating and providing solutions that increase student achievement and support teacher delivery of high-quality, effective instruction on a daily basis. The lessons are based upon the research of Effective Schools Correlates, Edward Deming's Total Quality Management (TQM), and models of effective instruction. A team of content and grade level experts wrote the Common Core Standards Plus lessons to meet the skills, concepts, depth, and rigor of the Common Core Standards.

What is Standards Plus?

Standards Plus is a set of research-based, supplemental K-8 language arts and math materials written to the Common Core Standards. These explicit direct instruction lessons were designed to teach discrete elements of the Common Core Standards.

Benefits:

- Ready-to-teach lessons and projects with very little teacher prep
- Grade level content vocabulary is taught within the context of the lessons.
- Increases student and teacher understanding of the standards
- A year's worth of daily lessons, performance lessons, and integrated projects ensure that all students have equal access to standards at every level of rigor (DOK 1-4)
- Prepares students for the state assessment

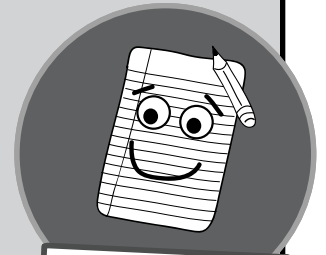
Three Types of Lessons:

Daily Lessons and Weekly Assessments (Evaluations):

(15-20 minutes daily)

There are 34 weeks of daily lessons and assessments (evaluations) written directly to the standards.

A week of instruction is comprised of **four lessons** and a **corresponding assessment**. The daily lessons are written to DOK Levels 1 and 2.



Daily Lessons & Weekly Assessments

Performance Lessons:

(3-5 days 30 minutes each day)

After one or more weeks of daily lessons written to a particular standard or topic, you will find a Performance Lesson. Performance Lessons are written to DOK Level 3.

These lessons require that students apply what they have learned and use reasoning, planning, evidence, and a higher level of thinking than the daily lessons. Many standards are assessed at this level of rigor on state assessments.

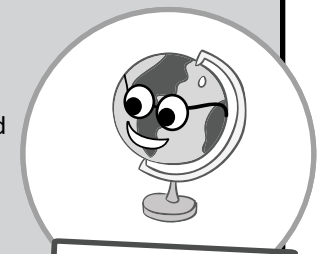


Performance Lessons

Integrated Projects:

(Multiple class sessions over several days or weeks)

Three Integrated Projects are located immediately after the supporting daily lessons, assessments, and performance lessons. Integrated Projects require that students plan, synthesize information, produce high-quality products, and present their findings. Integrated Projects are written to DOK level 4.



Integrated Projects

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Delivering the Daily Lessons

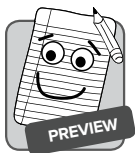


Prepare to Teach/Plan Instruction

Select the week of instruction you will be teaching. View the sample pacing on pages 8-9 or create your own pacing to match the content and standards of Standards Plus lessons to classroom instruction, district pacing guides, or benchmark information.

Helpful Hint

A **week of instruction** is a set of four daily lessons and a weekly assessment.



Preview the Week of Instruction (5 minutes)

Look at the teacher lesson plans for all four lessons paying particular attention to the standard(s), lesson objective, and introduction. Those three pieces of information will identify what students will learn and be able to do. Quickly scan the student page to gain an understanding of what students will be expected to do in independent practice. Repeat this process for the next three lessons and the assessment. This will give you a clear picture of how the week unfolds and will help you keep the daily lessons focused and concise.



Prepare to Teach a Daily Lesson (5 minutes)

- Read the entire teacher lesson plan.
- Identify academic vocabulary.
- Determine your instructional focus, “What do I want students to know and do by the end of today’s lesson?”
- Consider any relevant prior knowledge connections you can share with students, so they can connect the new learning to previous learning.



Teach a Daily Lesson (15-20 minutes)

Every Day

1. **Project the student lesson**
2. **Read the standard(s)** aloud with students, highlighting the part of the standard being taught in today’s lesson.
3. **Read the Introduction** provided in the Teacher Edition or provide your own.
4. **Read the Instruction aloud to students.**
Focus on new academic vocabulary, teaching the concept directly, and modeling the concept for students.
5. **Read the Guided Practice** and work through the examples together with students, sharing your thoughts aloud as you work through the item(s) step-by-step.
 - Monitor the class – If students are struggling, DO NOT MOVE onto Independent Practice, continue with Guided Practice.
6. **Read the Independent Practice and/or the Directions.**
 - Continue to monitor the class to catch common errors or misconceptions and correct immediately.
 - Differentiate instruction for struggling students by assigning fewer items.
 - Prompt and praise students for making attempts.
7. **Complete the Review**
 - Review answers when all students have completed Independent Practice or when your timeframe has expired.
 - Have students correct their mistakes or improve their answers.
8. **Read the Closure**
 - Read or paraphrase the closure or have students summarize the important concepts or skills learned in the lesson.

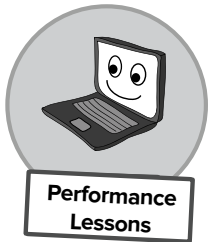
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Delivering the Lessons



Weekly Formative Assessments (Evaluations)

- Formative assessments that include items that match the week's instruction.
- Use these assessments to identify students' understanding of the concept taught and identify students for intervention.



Prepare to Teach a Performance Lesson

Allocate 30 minutes a day for 3-5 days to complete a performance lesson.

Periodically



Preview the Entire Performance Lesson (5-10 Minutes)

- Read the teacher lesson plan (1-2 pages) and student pages
- Focus on the standards listed at the top of the teacher page, the Lesson Objective, and the Overview. This information will provide a broad overview of the performance lessons.

NOTE: Performance lessons are more complex and more difficult for students than the daily lessons. **Performance lessons must be taught, not assigned.** Each performance lesson *has a large guided practice section*. This is so that the teacher can model and guide students through each component of the lesson. These lessons teach students how to successfully complete a performance task.



Prepare to Teach an Integrated Project

Multiple class sessions over several days or weeks.

3 Times a Year



Preview the Entire Integrated Project (10-15 Minutes)

- Previewing the project will provide an overview of the standards and components of the project.
- This allows the teacher to gain an understanding of how several different standards can be taught and evaluated.

NOTE: Even if you are not planning to teach a Standards Plus Integrated Project, it is helpful to view the components of the project listed in the Teacher Edition. It provides a broad look at how to integrate many topics and standards. It is a good reminder for teachers to include standards and expectations often overlooked, whether it is planning and delivering an opinion speech, or using technology to produce and publish writing as well as to interact and collaborate with others. Each project component may take up to a week or two of instruction.

Helpful Hint

To ensure all heavily-weighted standards are taught prior to state testing, you may need to teach a Performance Lesson and/or a component of an Integrated Project **in addition to** a week of Daily Lessons. **See PBL sample pacing on page 10-11 for an example.**

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Suggested Pacing



Standards Plus is supplemental and **does not** have to be taught in the printed order.

The pacing guide below provides instruction of the **most heavily-weighted standards in the 26 weeks prior to state testing.**

Suggested Pacing Guide

WEEK	STRAND/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK
1	Vocabulary Acquisition & Use L1-4, E1	L.6.4a	136-145	1-2
2	Vocabulary Acquisition & Use L5-8, E2	L.6.4b	146-155	1-2
<i>Performance Lesson 3 – Great Wall of China*</i>		L.6.4a, b	156-159	1-2
3	Reading Informational Text L1-4, E1	RI.6.1	220-229	1-2
4	Reading Informational Text L5-8, E2	RI.6.4	230-239	1-2
5	Reading Informational Text L9-12, E3	RI.6.3	240-249	1-2
6	Reading Informational Text L13-16, E4	RI.6.2	250-259	1-2
7	Writing L9-12, E3	W.6.2	364-373	1-2
8	Writing L13-16, E4	W.6.2	374-383	1-2
<i>Performance Lesson 9 – Invention*</i>		W.6.2	384-389	3
9	Vocabulary Acquisition & Use L9-12, E3	L.6.5a	160-169	1-2
10	Vocabulary Acquisition & Use L17-20, E5	L.6.5c	180-189	1-2
<i>Performance Lesson 4 – Marco Polo*</i>		L.6.5a-c	190-193	3
11	Reading Literature L1-4, E1	RL.6.1	436-445	1-2
12	Reading Literature L5-8, E2	RL.6.4	446-455	1-2
13	Reading Literature L9-12, E3	RL.6.3	458-467	1-2
<i>Performance Lesson 11 – Beauty and the Beast – Plot and Structure*</i>		RL.6.1, RL.6.3, RL.6.4	468-472	1-2
14	Reading Literature L13-16, E4	RL.6.2	476-485	1-2
15	Reading Literature L17-20, E5	RL.6.3	488-497	1-2
<i>Performance Lesson 12 – Beauty and the Beast – Characters & Summary*</i>		RL.6.2, RL.6.3	498-502	3
16	Reading Literature L21-24, E6	RL.6.6	504-513	1-2
17	Writing L17-20, E5	W.6.3	390-399	1-2
18	Writing L21-24, E6	W.6.3	400-409	1-2
<i>Performance Lesson 10 – High Flying Adventure*</i>		W.6.3	410-413	3
19	Reading Informational Text L17-20, E5	RI.6.2	266-276	1-2
<i>Performance Lesson 5 – Gold Rush*</i>		RI.6.1, RI.6.2, RI.6.3, RI.6.4	294-300	3
20	Reading Informational Text L21-24, E6	RI.6.6	284-293	1-2
<i>Performance Lesson 6 – Point of View*</i>		RI.6.6	294-300	3
21	Reading Informational Text L25-28, E7	RI.6.5	302-311	1-2
<i>Performance Lesson 7 – Milestones of Flight*</i>		RI.6.5	312-318	3
22	Reading Informational Text L29-32, E8	RI.6.8	320-329	1-2
23	Writing L1-4, E1	W.6.1	338-347	1-2
24	Writing L5-8, E2	W.6.1	348-357	1-2
<i>Performance Lesson 8 – Kids at the Mall*</i>		W.6.1	358-363	3
25	Reading Literature L25-28, E7	RL.6.2	516-525	1-2
26	Reading Literature L29-32, E8	RL.6.5	528-537	1-2
<i>Performance Lesson 13 – Beauty and the Beast – Literary Analysis*</i>		RL.6.2, RL.6.5, RL.6.6	538-543	3
STATE TESTING BEGINS				



Daily Lessons & Weekly Assessments

Each white row represents a week of instruction.

A week of instruction includes four daily lessons (L) and a weekly formative assessment/evaluation (E).



Performance Lessons

Each shaded row represents a performance lesson.

Performance lessons may take up to three 30-minute sessions to complete.

→ Suggested pacing continues at the top of the next page.

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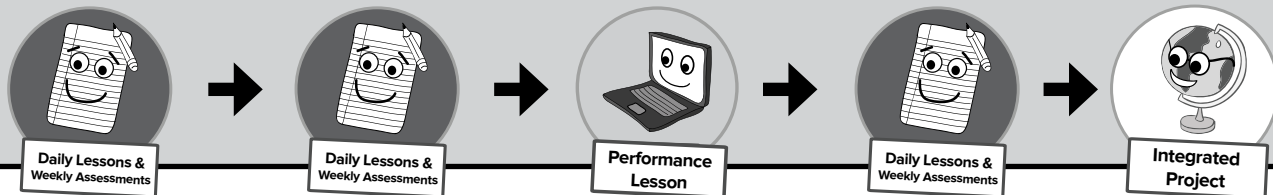
Suggested Pacing Continued

Suggested Pacing Guide Continued

↓	These lessons are scheduled to be taught after state testing begins or they may be taught as needed throughout the year to support instruction.				↓
WEEK	STRAND/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK	
27	Capitalization L1-4, E1	L.6.2	24-33	1-2	
28	Punctuation L1-4, E1	L.6.2a	40-49	1-2	
29	Spelling L1-4, E1	L.6.2b	56-65	1-2	
30	Grammar & Usage L1-4, E1	L.6.1a, b	74-83	1-2	
31	Grammar & Usage L5-8, E2	L.6.1c, d	84-93	1-2	
	<i>Performance Lesson 1 – Pronouns*</i>	L.6.1, L.6.1a-d	94-97	3	
32	Knowledge of Language L1-4, E1	L.6.3a	104-113	1-2	
33	Knowledge of Language L5-8, E2	L.6.3a	114-123	1-2	
	<i>Performance Lesson 2 – Sentence Patterns*</i>	L.6.3a	124-127	3	
34	Vocabulary Acquisition & Use L13-16, E4	L.6.5b	170-179	1-2	

* Use the Performance Lessons to reinforce content and build application skills.

Developing Your Own Standards Plus Pacing is Easy



The Common Core Standards Plus lessons can be easily paced to match:

- Core publisher textbooks
- District or site pacing
- District benchmarks

Here's How:

The Lesson Index found on pages **12-19** lists the Strand, Lesson Focus, and Standard(s) taught in each lesson. Every week of instruction (four Daily Lessons & a Weekly Assessment), Performance Lesson, and an Integrated Project is included in the lesson index. Use the Strand, Lesson Focus, or Standard listed on the Lesson Index to match the Standards Plus content to your own textbooks, units, or pacing. Schedule the Daily Lessons that lead up to each Performance Lesson to ensure students can apply the skills and concepts taught in the Daily Lessons.

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Project-Based Learning Pacing

Pacing Explanation:

Standards Plus materials are Common Core by design. They offer instruction at all four levels of Webb’s Depth of Knowledge (DOK 1-4), and they include three instructional components (Daily Lessons, Performance Lessons, and Integrated projects) that can be scheduled to support Project-Based Learning. Each grade level and subject may be organized into three distinct sets of instruction that include several weeks of Daily Lessons and Weekly Assessments (evaluations), multiple Performance Lessons, and an Integrated Project.

If you are using Common Core Standards Plus to support Project-Based Learning, here’s an example of how you might schedule the instruction to fit your instructional day:

Week	Monday	Tuesday	Wednesday	Thursday	Friday
22	<i>Writing – Argument Lesson 5</i>	<i>Writing – Argument Lesson 6</i>	<i>Writing – Argument Lesson 7</i>	<i>Writing – Argument Lesson 8</i>	<i>Writing – Argument Evaluation 2</i>
	<i>Performance Lesson 8: Kids at the Mall</i>				
	<i>Project Component: Writing the Arguments</i>				




This is an example of a week of PBL instruction that includes instruction at **every level of rigor**. In this example, you teach the Daily Lessons, a Performance Lesson, and a component of an Integrated Project in one week.

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Project-Based Learning Pacing

12-Week PBL Plan

WEEK	STRAND, LESSONS, EVALUATIONS (E)	INTEGRATED PROJECT COMPONENTS
1	Capitalization 1-4, E1	Integrated Project #1 <i>In the Words of...</i>
2	Punctuation 1-4, E1	
3	Spelling 1-4, E1	
4	Grammar & Usage 1-4, E1	Selecting a Speech
5	Grammar & Usage 5-8, E2 / <i>*Performance Lesson 1</i>	Researching the Context of a Speech
6	Knowledge of Language 1-4, E1	Researching the Context of a Speech
7	Knowledge of Language 5-8, E2 / <i>*Performance Lesson 2</i>	Identify Language Features of a Speech
8	Vocabulary Acquisition & Use 1-4, E1	Writing the Analysis
9	Vocabulary Acquisition & Use 5-8, E2 / <i>*Performance Lesson 3</i>	Writing the Analysis
10	Vocabulary Acquisition & Use 9-12, E3	Presenting the Speech
11	Vocabulary Acquisition & Use 13-16, E4	Presenting the Analysis
12	Vocab. Acquisition & Use 17-20, E5 / <i>*Performance Lesson 4</i>	Final Presentations



Integrated Project

Each project component may take up to two weeks of instruction.

14-Week PBL Plan

13	Reading Informational Text 1-4, E1	Integrated Project #2 <i>Argue Your Point</i>
14	Reading Informational Text 5-8, E2	
15	Reading Informational Text 9-12, E3	
16	Reading Informational Text 13-16, E4	Selecting an Issue
17	Reading Informational Text 17-20, E5 / <i>*Performance Lesson 5</i>	
18	Reading Informational Text 21-24, E6 / <i>*Performance Lesson 6</i>	Determine Two Opposing Viewpoints
19	Reading Informational Text 25-28, E7 / <i>*Performance Lesson 7</i>	Researching the Issue
20	Reading Informational Text 29-32, E8	Researching the Issue
21	Writing – Argument 1-4, E1	Researching the Issue
22	Writing – Argument 5-8, E2 / <i>*Performance Lesson 8</i>	Writing the Arguments
23	Writing – Informative/Explanatory 9-12, E3	Writing the Arguments
24	Writing – Inform./Explan. 13-16, E4 / <i>*Performance Lesson 9</i>	Writing the Arguments
25	Writing – Narrative 17-20, E5	Presenting the Arguments
26	Writing – Narrative 21-24, E6 / <i>*Performance Lesson 10</i>	Presenting the Arguments



8-Week PBL Plan

27	Reading Literature 1-4, E1	Integrated Project #3 <i>How Does It End?</i>
28	Reading Literature 5-8, E2	
29	Reading Literature 9-12, E3 / <i>*Performance Lesson 11</i>	Reviewing the Given Elements
30	Reading Literature 13-16, E4	Determine Possible Climaxes for the Conflict
31	Reading Literature 17-20, E5 / <i>*Performance Lesson 12</i>	Writing the Events of the Climax
32	Reading Literature 21-24, E6	Determine the Falling Action and Resolution
33	Reading Literature 25-28, E7	Writing the Final Chapter
34	Reading Literature 29-32, E8 / <i>*Performance Lesson 13</i>	Presenting the Final Chapter

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Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Capitalization (Language Standard: L.6.2)	1	Political Divisions	L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	24	3	1-2
	2	Physical Features		26	4	
	3	Man-made Structures		28	5	
	4	Titles		30	6	
	E1	Evaluation—Capitalization Rules		32	7	
Punctuation (Language Standard: L.6.2a)	1	Parenthetical Elements	L.6.2a: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	40	9	1-2
	2	Parenthetical Elements		42	10	
	3	Parenthetical Elements		44	11	
	4	Parenthetical Elements		46	12	
	E1	Evaluation—Parenthetical Elements		48	13	
Spelling (Language Standard: L.6.2b)	1	Root Words	L.6.2b: Spell correctly.	56	15	1-2
	2	Root Words		58	16	
	3	Root Words		60	17	
	4	Root Words		62	18	
	E1	Evaluation—Root Words		64	19	
Grammar and Usage (Language Standards: L.6.1a-d)	1	Subjective Case Pronouns	L.6.1a: Ensure that pronouns are in the proper case (subjective, objective, possessive).	74	21	1-2
	2	Objective Case Pronouns		76	22	
	3	Possessive Case Pronouns		78	23	
	4	Intensive Pronouns	L.6.1b: Use intensive pronouns (e.g., <i>myself, ourselves</i>).	80	24	
	E1	Evaluation—Pronouns	L.6.1a, L.6.1b	82	25	
	5	Shifts in Number and Person	L.6.1c: Recognize and correct inappropriate shifts in pronoun number and person.	84	28	1-2
	6	Shifts in Number and Person		86	29	
	7	Vague Pronouns	L.6.1d: Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents).	88	30	
	8	Vague Pronouns		90	31	
	E2	Evaluation—Shifts in Number and Person and Vague Pronouns	L.6.1c, L.6.1d	92	31	
P1	Performance Lesson #1 – Pronouns (L.6.1, L.6.1a, L.6.1b, L.6.1c, L.6.1d)			94-95	33-34	3

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Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Knowledge of Language (Language Standard: L.6.3a)	1	Sentence Patterns	L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.	104	35	1-2	
	2	Sentence Patterns		106	36		
	3	Sentence Patterns		108	37		
	4	Sentence Patterns		110	38		
	E1	Evaluation–Sentence Patterns		112	39		
	5	Prepositional Phrases	L.6.3a	114	41	1-2	
	6	Coordinating Conjunctions		116	42		
	7	Subordinating Conjunctions		118	43		
	8	Correlative Conjunctions		120	44		
	E2	Evaluation–Sentence Patterns		122	45		
P2	Performance Lesson #2 – Sentence Patterns (L.6.3a)			124-125	47-48	3	
Vocabulary Acquisition and Use (Language Standard: L.6.4a-b, L.6.5a-c)	1	Context Clues	L.6.4a: 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.	136	49	1-2	
	2	Context Clues		138	50		
	3	Context Clues		140	51		
	4	Context Clues		142	52		
	E1	Evaluation–Context Clues		144	53		
	5	Using a Prefix as a Clue to Meaning	L.6.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).	146	55	1-2	
	6	Using a Suffix as a Clue to Meaning		148	56		
	7	Using Greek Roots		150	57		
	8	Using Latin Roots		152	58		
	E2	Evaluation–Greek and Latin Roots		154	59		
	P3	Performance Lesson #3 – Great Wall of China (L.6.4a, L.6.4b)			156-157	61-62	3
	9	Figures of Speech	L.6.5a: Interpret figures of speech (e.g., personification) in context.	160	63	1-2	
	10	Figures of Speech		162	64		
	11	Figures of Speech		164	65		
	12	Figures of Speech		166	66		
E3	Evaluation–Figures of Speech	168		67			

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Vocabulary Acquisition and Use (Language Standard: L.6.4a-b, L.6.5a-c)	13	Word Relationships	L.6.5b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words	170	69	1-2
	14	Word Relationships		172	70	
	15	Word Relationships		174	71	
	16	Word Relationships		176	72	
	E4	Evaluation–Word Relationships		178	73	
	17	Connotation/Denotation	L.6.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).	180	75	1-2
	18	Connotation/Denotation		182	76	
	19	Connotation/Denotation		184	77	
	20	Connotation/Denotation		186	78	
	E5	Evaluation–Connotation/Denotation		188	79	
P4	Performance Lesson #4 – Marco Polo (L.6.5a, L.6.5b, L.6.5c)			190-191	81-82	3
Integrated Project #1: <i>In the Words of...</i> (W.6.4, W.6.7, W.6.10, SL.6.2, SL.6.6, L.6.1, L.6.1a, L.6.1b, L.6.1c, L.6.1d, L.6.1e, L.6.2, L.6.2a, L.6.2b, L.6.3, L.6.3a, L.6.3b, L.6.4, L.6.4a, L.6.4b, L.6.4c, L.6.4d, L.6.5, L.6.5a, L.6.5b, L.6.5c, L.6.6)				197-201	83-88	4
Prerequisite Common Core Standards Plus Strands: Capitalization, Punctuation, Spelling, Grammar and Usage, Knowledge of Language and Vocabulary Acquisition and Use						
Product: A written analysis of a famous speech and an oral presentation of the speech and the analysis.						
Overview: In this project the students will research a famous speech. They will analyze the language including word choice, connotation and denotation, figures of speech, and the context of the speech. They will orally present the speech and their analysis to the class. Since this is a learning activity, all components will be completed in class.						

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Reading Informational Text (Reading Informational Text Standards: RI.6.1-6, RI.6.8)	Text for Lessons 1-4, Evaluation 1: Reptiles			218	89	
	1	Explicit Details and Inferences	RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	220	90	1-2
	2	Explicit Details and Inferences		222	91	
	3	Explicit Details and Inferences		224	92	
	4	Explicit Details and Inferences		226	93	
	E1	Evaluation—Explicit Details and Inferences		228	94	
	Text for Lessons 5-8, Evaluation 2: Swamps			230	95	
	5	Word Meaning	RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	232	96	1-2
	6	Word Meaning		234	97	
	7	Word Meaning		236	98	
	8	Word Meaning		238	99	
	E2	Evaluation—Word Meaning		240	100	
	Text for Lessons 9-12, Evaluation 3: The Amazing Wright Brothers			242-243	101-102	
	9	Analyzing Informational Text	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).	244	103	1-2
	10	Analyzing Informational Text		246	104	
	11	Analyzing Informational Text		248	105	
	12	Analyzing Informational Text		250	106	
	E3	Evaluation—Analyzing Informational Text		252	107	
	Text for Lessons 13-16, Evaluation 4: Marine Debris			254	109	
	13	Analyze Information	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.	256	110	1-2
	14	Central Idea		258	111	
	15	Central Idea		260	112	
	16	Central Idea		262	113	
	E4	Evaluation—Central Idea		264	114	
	Text for Lessons 17-20, Evaluation 5: Marine Debris			266	115	
17	Summary	RI.6.2	268	116	1-2	
18	Summary		270	117		
19	Summary		272	118		
20	Summary		274	119		
E5	Evaluation—Summary		276	120		
P5	Performance Lesson #5 – Gold Rush (RI.6.1, RI.6.2, RI.6.3, RI.6.4)			278-279	121-124	3

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Reading Informational Text (Reading Informational Text Standards: RI.6.1-6, RI.6.8)	21	Point of View	RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	284	125	1-2	
	22	Point of View		286	126		
	23	Point of View		288	127		
	24	Point of View		290	128		
	E6	Evaluation—Point of View		292	129		
	P6	Performance Lesson #6 – Point of View (RI.6.6)			294-295	131-135	3
	25	Analyzing Text	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.	302	136	1-2	
	26	Analyzing Text		304	137		
	27	Analyzing Text		306	138		
	28	Analyzing Text		308	139		
E7	Evaluation—Analyzing Text	310		140			
P7	Performance Lesson #7 – Milestones of Flight (RI.6.5)			312-313	141-145	3	
Text for Lessons 29-32, Evaluation 8: The Future of Education				319	146		
Writing (Writing Standards: W.6.1-3)	29	Evaluating Argument	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.	320	147	1-2	
	30	Evaluating Argument		322	148		
	31	Evaluating Argument		324	149		
	32	Evaluating Argument		326	150		
	E8	Evaluation—Evaluating Arguments		328	151		
	1	Structure of an Argument	W.6.1: Write arguments to support claims with clear reasons and relevant evidence.	338	153	1-2	
	2	Thesis Statement and Evidence		340	154		
	3	Introductory Paragraph		342	155		
	4	Transition Words and Phrases		344	156		
	E1	Evaluation—Argument Essay		346	157		
	5	First Body Paragraph	W.6.1	348	159	1-2	
	6	Second Body Paragraph		350	160		
	7	Third Body Paragraph		352	161		
	8	Concluding Paragraph		354	162		
	E2	Evaluation—Argument Essay		356	163		
P8	Performance Lesson #8 – Writing Argument – Kids at the Mall (W.6.1)			358-359	165-168	3	

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Writing (Writing Standards: W.6.1-3)	9	Examining a Topic	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.	364	169	1-2	
	10	Examining a Topic		366	170		
	11	Compare/Contrast Information		368	171		
	12	Introductory Paragraph		370	172		
	E3	Evaluation- Informative Essay		372	173		
	13	First Body Paragraph	W.6.2	374	175	1-2	
	14	Second Body Paragraph		376	176		
	15	Third Body Paragraph		378	177		
	16	Concluding Paragraph		380	178		
	E4	Evaluation–Informative Essay		382	179		
	P9	Performance Lesson #9 – Writing Informative/Explanatory – Invention (W.6.2)			384-385	181-184	3
	17	Narrative Story Structure	W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	390	185	1-2	
	18	Organizing the Narrative		392	186		
	19	Narrative Outline		394	187		
	20	Introduction/Exposition Paragraph		396	188		
	E5	Evaluation–Narrative Essay		398	189		
	21	Body Paragraphs	W.6.3	400	191	1-2	
	22	Writing the Climax		402	192		
	23	Falling Action, Resolution, Conclusion		404	193		
	24	Title and Review		406	194		
E6	Evaluation–Narrative Essay	408		195			
P10	Performance Lesson #10 – Writing Narrative – High Flying Adventure (W.6.3)			410-411	197-198	3	
Integrated Project #2: Argue Your Point (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.8, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.1d, W.6.1e, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9b, W.6.10, SL.6.1, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4c, L.6.6)				416-421	199-203	4	
Prerequisite Common Core Standards Plus Strands: Reading Informational Text and Writing							
Product: Students will work with a partner to research an issue. They will determine the two opposing views on the issue. They will develop and write about the arguments for each side of the issue. They will each choose one of the viewpoints and present their views in an oral presentation.							
Overview: In this project the students will work in pairs to research an issue. They will analyze the issue and the two opposing viewpoints. They will work together to write the argument for each side. Each student will present one viewpoint, citing the argument, claims, and findings to the class. Since this is a learning activity, all components will be completed in class.							

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Reading Literature (Reading Literature Standards: RL.6.1-6)	1	Explicit Details and Inferences	RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	436	204	1-2	
	2	Explicit Details and Inferences		438	205		
	3	Explicit Details and Inferences		440	206		
	4	Explicit Details and Inferences		442	207		
	E1	Evaluation—Explicit Details and Inferences		444	208		
	5	Tone	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.	446	209	1-2	
	6	Tone		448	210		
	7	Mood		450	211		
	8	Tone and Mood		452	212		
	E2	Evaluation—Tone and Mood		454	213		
	Text for Lessons 9-12, Evaluation 3: <i>Androcles and the Lion</i>				456-457	215-216	
	9	Plot	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.	458	217	1-2	
	10	Plot		460	218		
	11	Plot		462	219		
	12	Plot		464	220		
	E3	Evaluation—Plot		466	221		
	P11	Performance Lesson #11 – <i>Beauty and the Beast</i> – Plot and Structure (RL.6.1, RL.6.3, RL.6.4)			468	223-226	3
	Text for Lessons 9-12, Evaluation 4: <i>Androcles and the Lion</i>				474-475	227-228	
	13	Summary	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.	476	229	1-2	
	14	Summary		478	230		
15	Summary	480		231			
16	Summary	482		232			
E4	Evaluation—Summary	484		233			
Text for Lessons 17-20, Evaluation 5: <i>Echo and Narcissus</i>				486-487	235-236		
17	Characterization	RL.6.3	488	237	1-2		
18	Characterization		490	238			
19	Characterization		492	239			
20	Characterization		494	240			
E5	Evaluation—Characterization		496	241			
P12	Performance Lesson #12 – <i>Beauty and the Beast</i> – Characters and Summary (RL.6.2, RL.6.3)			498	243-246	3	

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Reading Literature (Reading Literature Standards: RL.6.1-6)	21	Point of View	RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.	504	247	1-2	
	22	Point of View		506	248		
	23	Point of View		508	249		
	24	Point of View		510	250		
	E6	Evaluation–Point of View		512	251		
	Text for Lessons 25-28, Evaluation 7: <i>Icarus</i>				514-515	253-254	
	25	Developing Theme	RL.6.2	516	255	1-2	
	26	Developing Theme		518	256		
	27	Developing Theme		520	257		
	28	Theme		522	258		
	E7	Evaluation–Theme		524	259		
	Text for Lessons 29-32, Evaluation 8: <i>If</i>				526	261	
	29	Literary Analysis	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.	528	262	1-2	
30	Literary Analysis	530		263			
31	Literary Analysis	532		264			
32	Literary Analysis	534		265			
E8	Evaluation–Literary Analysis	536		266			
P13	Performance Lesson #13 – <i>Beauty and the Beast</i> – Literary Analysis (<i>RL.6.2, RL.6.5, RL.6.6</i>)			538-539	267-270	3	
Integrated Project #3: <i>How Does It End?</i> (<i>RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, SL.6.1, SL.6.1a, SL.6.1c, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.5, L.6.5a, L.6.5b, L.6.6</i>)				547-552	271-275	4	
Prerequisite Common Core Standards Plus Strands: Reading Literature							
Product: The students will write the final chapter to a story.							
Overview: In this project the students will use given elements (theme, plot, characters, setting, and conflict) of a story to develop the resolution and ending of the story. They will present their final chapters in small groups. Since this is a learning activity, all components will be completed in class.							