



Grade 6

High Impact Standards



Program Overview and Sample Lessons

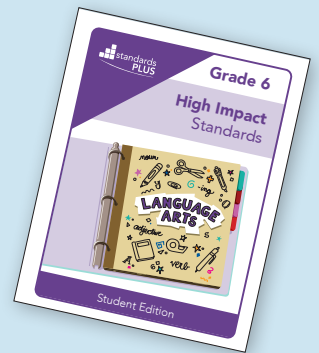
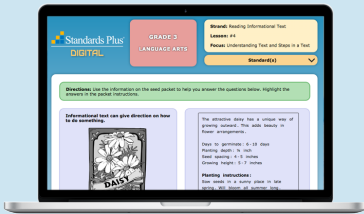


Teachers are the most important factor in student learning.

That's why every Standards Plus Lesson is directly taught by a teacher.

The High Impact Standards Program includes:

- Standards Plus Online Digital Platform
- Access to an Intervention Program – Printable Tier 2 & 3 Intervention Lessons
- Printed Teacher Edition & Student Editions



Standards Plus Works in Any Setting:



In-Class

and



Distance Learning

- Teachers directly teach lessons to the students in-class **or** in a virtual setting.
- Students complete the lessons in the Standards Plus Digital Platform **or** printed student edition.

How Standards Plus Increases Student Achievement



TEACHERS are the most important factor in student learning.



DIRECT INSTRUCTION lessons are proven to foster the most significant gains in student achievement.



DISCRETE LEARNING TARGETS provide easily understood instruction that allow students to retain information.



MULTIPLE EXPOSURES TO EACH STANDARD/SKILL

Skills are presented in four to eight lessons, providing students multiple opportunities to practice and retain information.



IMMEDIATE FEEDBACK after every lesson provides the most powerful single modification that enhances student achievement.



FORMATIVE ASSESSMENTS are proven to be highly effective in providing information that leads to increased student achievement.



IMMEDIATE INTERVENTION

Provides scaffolded instruction to assist students in mastering the standards.



BUILT ON RESEARCH AND BACKED BY EVIDENCE

All Standards Plus lessons are designed according to educational research and meet ESSA evidence-based guidelines.

High Impact Standards Includes:

High Impact Grade Level Lessons and Assessments

56 Lessons and 34 Assessments (DOK 1-2)

Students learn essential grade level skills with targeted 15-20 minute lessons.

Brief formative assessments are provided to monitor student progress.



Tier 2 & Tier 3 Intervention Lessons

50+ Lessons (DOK 1-2)

Students learn prerequisite skills that scaffold below grade-level.

These lessons are for students that need more support and are available to print in the Standards Plus Digital Platform. Printed student editions can be purchased separately.

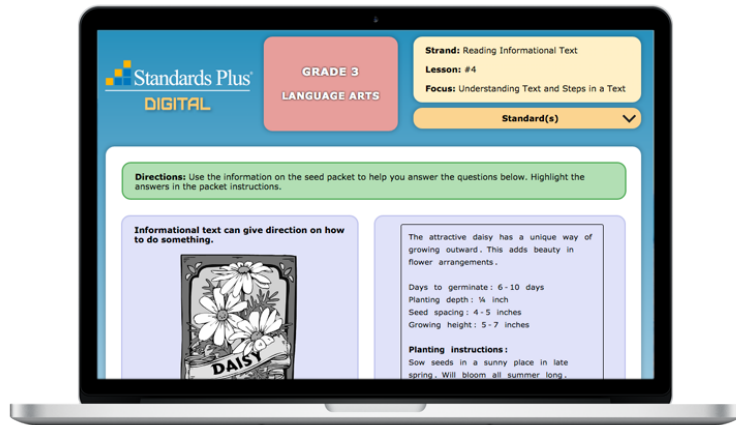


Performance Lessons

5+ Lessons (DOK 3)

Performance lessons require students to apply the skills they learned in previous Standards Plus lessons. These lessons provide students the opportunity to incorporate technology, text analysis, reflection and research.

Teach a Grade Level Concept with Four Concise Lessons



Lessons can be completed online in the Standards Plus Digital Platform or in the printed student edition.

Standards Plus lessons are grouped in sets that teach a grade-level concept.

TEACH

Lesson
1

TEACH

Lesson
2

TEACH

Lesson
3

TEACH

Lesson
4

ASSESS

Assessment
1

A Standards Plus **lesson set** includes 4 lessons and 1 assessment.

Assessments

Use the assessments to identify student's understanding of the concepts taught in the lesson set and identify students for Standards Plus Intervention.



Digital Assessment

A screenshot of a print assessment page titled 'Standards Plus - Mathematics - Grade 4'. The page contains a table with columns for 'Equation' and 'Value of New Number'. Below the table, there are five math problems. Problems 1 and 2 involve moving the underlined digit one place value to the left. Problems 3 and 4 involve moving the underlined digit one place value to the right. Problem 5 asks for a number 7 in the number 750 similar or different from the 7 in the number 257.

Equation	Value of New Number
1. $\underline{5}0$	
2. $\underline{5},000$	
3. $50,000$	
4. $250,000$	
5. How is the number 7 in the number 750 similar or different from the 7 in the number 257?	

Print Assessment

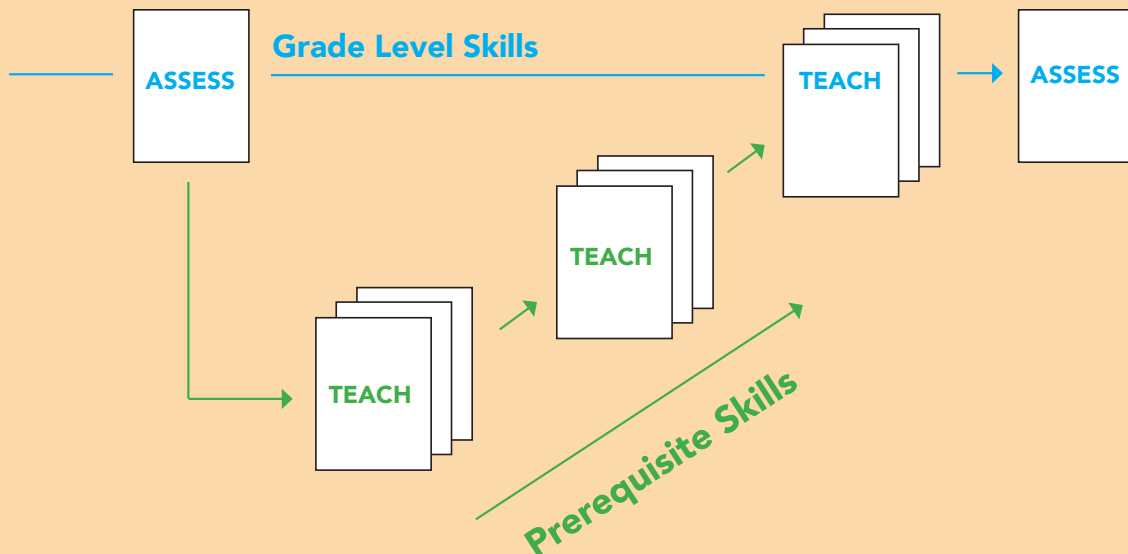
Assessments can be completed online in the Standards Plus Digital Platform or in the student edition

When students take the assessment online, the platform will create groups of students that scored below 60% and recommend intervention lessons.

Tier 2 & Tier 3 Intervention

These lessons are for students that need more support and are available to print in the Standards Plus Digital Platform.

How the Intervention Lessons Work



Our scaffolded intervention lessons teach the prerequisite skills necessary to master grade-level standards.

Performance Lessons (DOK 3)

These lessons require students to apply what they have learned using reasoning, planning, and knowledge gained from the prior lessons.

Many standards are assessed at this level of rigor on state assessments.

Most tweens and teens do not want to be supervised or watched over by their parents as they shop, go to the movies, or hang out with their friends at the mall. However, many store owners in malls are complaining of disorderly and disruptive tweens and teens being loud and troublesome at the mall. Mall owners say that the kids hang out in large groups and get into trouble. Many malls now require tweens and teens to have an adult with them while they are there. Should tweens and teens be able to go to the mall on their own? Or should tweens and teens be required to have an adult with them when they are at the mall? Take a position and write an argument to support your position. The argument must include the following:

1. Consider the pros and cons and take a position
2. Include transition and concluding words and phrases
 - a. Write a thesis statement – make a claim
 - b. Introductory paragraph – hook
 - c. Three body paragraphs
 - i. Each paragraph must include specific reasons and evidence
 - d. Conclusion – strong closing statement

Complete the Pros and Cons chart and use it to plan your argument.

Adult Supervision of Tweens and Teens at the Mall	
Pros	Cons

List the Three (Most Important) Reasons to Support Your Argument

1. _____
2. _____
3. _____

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Argument Outline

Claim: _____

Introductory Paragraph

Hook: _____

Background Information: _____

Context: _____

Claim/Thesis Statement: _____

First Body Paragraph

Main Point 1 Transition Sentence: _____

Evidence 1: _____

Evidence 2: _____

Evidence 3: _____

Concluding Sentence: _____

Second Body Paragraph

Reason 2 Transition Sentence: _____

Evidence 1: _____

Evidence 2: _____

Evidence 3: _____

Concluding Sentence: _____

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Pacing Options

14-Week Implementation

Teach one lesson per day.



7-Week Implementation

Teach two lessons per day.



Intensive / Bootcamp Implementation

Catch up on the high impact standards in three weeks.

Teach four lessons per day.

Grade 6 Language Arts High Impact Standards

Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg	
Reading Informational Text	Text for Lessons 1-4, Assessment 1: Reptiles			6	3	
	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.	8	4	
	2	Explicit Details and Inferences		10	5	
	3	Explicit Details and Inferences		12	6	
	4	Explicit Details and Inferences		14	7	
	A1	Assessment–Explicit Details and Inferences		16	8	
	Text for Lessons 5-8, Assessment 2: Swamps			18	10	
	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.	20	11	
	6	Word Meaning		22	12	
	7	Word Meaning		24	13	
	8	Word Meaning		26	14	
	A2	Assessment–Word Meaning		28	15	
	Text for Lessons 9-12, Assessment 3: The Amazing Wright Brothers			30-31	17-18	
	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).	32	19	
	10	Analyzing Informational Text		34	20	
	11	Analyzing Informational Text		36	21	
	12	Analyzing Informational Text		38	22	
	A3	Assessment–Analyzing Informational Text		40	23	
	Text for Lessons 13-16, Assessment 4: Marine Debris			42	25	
	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.	44	26	
	14	Central Idea		46	27	
	15	Central Idea		48	28	
	16	Central Idea		50	29	
	A4	Assessment–Central Idea		52	30	
	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.	54	32	
	22	Point of View		56	33	
	23	Point of View		58	34	
	24	Point of View		60	35	
	A6	Assessment–Point of View		62	36	
	P6	Performance Lesson #6 – Point of View			64-65	38-42
	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.	72	43	
	26	Analyzing Text		74	44	
	27	Analyzing Text		76	45	
	28	Analyzing Text		78	46	
	A7	Assessment–Analyzing Text		80	47	
	P7	Performance Lesson #7 – Milestones of Flight			82-83	49-53

Grade 6 Language Arts High Impact Standards Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg	
Writing	1	Structure of an Argument	W.6.1: Write arguments to support claims with clear reasons and relevant evidence.	90	54	
	2	Thesis Statement and Evidence		92	55	
	3	Introductory Paragraph		94	56	
	4	Transition Words and Phrases		96	57	
	A1	Assessment–Argument Essay		98	58	
	5	First Body Paragraph	W.6.1	100	60	
	6	Second Body Paragraph		102	61	
	7	Third Body Paragraph		104	62	
	8	Concluding Paragraph		106	63	
	A2	Assessment–Argument Essay		108	64	
	P8	Performance Lesson #8 – Writing Argument – Kids at the Mall			110-111	66-69
Reading Literature	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.	118	70	
	2	Explicit Details and Inferences		120	71	
	3	Explicit Details and Inferences		122	72	
	4	Explicit Details and Inferences		124	73	
	A1	Assessment–Explicit Details and Inferences		126	74	
	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.	128	76	
	6	Tone		130	77	
	7	Mood		132	78	
	8	Tone and Mood		134	79	
	A2	Assessment–Tone and Mood		136	80	
	Text for Lessons 9-12, Assessment 3: <i>Androcles and the Lion</i>				138-139	82-83
	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.	140	84	
	10	Plot		142	85	
	11	Plot		144	86	
	12	Plot		146	87	
	A3	Assessment–Plot		148	88	
	P11	Performance Lesson #11 – <i>Beauty and the Beast</i> – Plot and Structure			150	90-93
	Text for Lessons 9-12, Assessment 4: <i>Androcles and the Lion</i>				156-157	94-95
	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.	158	96	
14	Summary	160		97		
15	Summary	162		98		
16	Summary	164		99		
A4	Assessment–Summary	166		100		

Grade 6 Language Arts High Impact Standards

Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg
	21	Point of View	RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.	168	102
	22	Point of View		170	103
	23	Point of View		172	104
	24	Point of View		174	105
	A6	Assessment–Point of View		176	106
Text for Lessons 29-32, Assessment 8: <i>If</i>				178	108
	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.	180	109
	30	Literary Analysis		182	110
	31	Literary Analysis		184	111
	32	Literary Analysis		186	112
	A8	Assessment–Literary Analysis		188	113
	P13	Performance Lesson #13 – <i>Beauty and the Beast</i> – Literary Analysis			190-191



High Impact Standards

Sample Lessons

Strand	Lesson	Focus	Standard(s)
Reading Informational Text	Text for Lessons 1-4, Assessment 1: Reptiles		
	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.
	2	Explicit Details and Inferences	
	3	Explicit Details and Inferences	
	4	Explicit Details and Inferences	
	A1	Assessment–Explicit Details and Inferences	

Sample Teacher Lesson Plan

Teacher Lesson Plan

Standards Plus® – Language Arts – Grade 6		
Strand: Reading Informational Text	Focus: Explicit Details and Inferences	Lesson: #1
Reading Informational Text Standard: RI.6.1: Cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.		

Lesson Objective: Students will identify and cite explicit details in the informational text to answer questions.

Introduction: “An author writes an informational text to provide information for the readers. Informational reading is commonly associated with textbooks, primary source materials, newspaper and magazines articles, and speeches.”

Instruction: “Today we will identify explicit details in informational text. Authors provide information to the reader, either directly or explicitly, or the author provides clues so the reader can infer the meaning of the text. Let’s read the definition at the top of your page. We will read a text about reptiles today. We will focus on identifying and answering questions about explicit information found in the text.”

Guided Practice: “Let’s look at the entire piece of text together. Informational text is organized by topics, subtopics, and supporting details. Informational text may have boldface headings, graphics, illustrations, and captions that give us signals about what is important in the text. Whenever we read a new piece of informational text, it is important to first look at the way it is organized. The text on your student page is titled *REPTILES*. Below the title is the heading *Crocodylians*, which tells us the topic is *Reptiles* and the sub-topic is *Crocodylians*. Let’s read the first paragraph together. Let’s go back and reread the text, looking for explicit information in the text. Skim the first paragraph to answer Example A: *What causes a reptile’s body temperature to change?* If we read the first sentence, we find the answer explicitly stated at the end of the first sentence *change with their surroundings (cold-blooded)*. The author included a clear statement that answers that question. Now let’s look for the answer to Example B, *How many species of reptiles live in Everglades National Park?* Skim the text again looking for clues for where the information can be found. If we read sentence three, we will find the information explicitly stated (*over 50 species of reptiles*). Remember explicit information is fully and clearly expressed in the text.”

Independent Practice: Review the directions with students. Ensure that students have an opportunity to clarify the meaning of any vocabulary words they are unsure of prior to answering the questions.

Review: After a few minutes, review the questions together. Encourage students to share the strategies they used for finding explicit information in the text.

Closure: “Today we identified and cited explicit details in the text to answer questions. Turn to your partner and share a fact you learned from the text.”

Answers: Answers will vary. Possible answers include:

1. alligators and crocodiles; sentence 5
2. American alligator; sentence 8
3. pockets or holes that fill with water; sentences 10-11
4. insects, turtles, fish, wading birds; underline sentence 12

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Each lesson
includes
a step by
step lesson
plan.

Sample Student Lesson

Student Page

Standards Plus® – Language Arts – Grade 6

Strand: Reading Informational Text Focus: Explicit Details and Inferences Lesson: #1
Reading Informational Text Standard: RI.6.1: Cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.

Explicit Information: Fully and clearly expressed.

- Factual information stated clearly in text.

REPTILES

¹Reptiles are vertebrate animals whose body temperatures change with their surroundings (cold-blooded). ²South Florida, with its semi-tropical climate, is an ideal home for these creatures. Various reptiles are found in all four of our South Florida national parks. ³Just within Everglades National Park itself, there are over fifty species of reptiles, including twenty-six snake species, sixteen turtle species, and several lizard species. ⁴Each one has an important role to play in the environment.

Crocodilians

⁵The most famous reptiles in South Florida are the alligators and crocodiles. ⁶They belong to the group crocodilians which contains eleven other species found in other parts of the world. ⁷South Florida is the only place in the world where the American alligator and the American crocodile are found living together. ⁸The American alligator is the king of the Everglades. ⁹Without the alligator, the Everglades might not survive. ¹⁰During the dry season (December through April), alligators dig out pockets, or holes, in depressions in the limestone. ¹¹Gator holes are one of the few places in the park where there is standing water during the winter dry season. ¹²These holes become home to many insects, turtles, fish, and wading birds. ¹³During the summer wet season, these same animals are scattered throughout the river of grass.

***Students need a copy of the passage REPTILES for the lesson.**

Directions: Reread the information carefully. Read each question carefully, find the answer in the text, underline the information in the text, and write the sentence number and text evidence below.

Example A: What causes a reptile's body temperature to change? Sentence Number: _____

Text Evidence: _____

Example B: How many species of reptiles live in Everglades National Park? Sentence Number: _____

Text Evidence: _____

1. Which are the most famous reptiles in South Florida? Sentence Number: _____

Text Evidence: _____

2. Which reptile is known as the king of the Everglades? Sentence Number: _____

Text Evidence: _____

3. What is a gator hole? Sentence Number: _____

Text Evidence: _____

4. What animals might be found in gator holes during the dry season? Sentence Number: _____

Text Evidence: _____

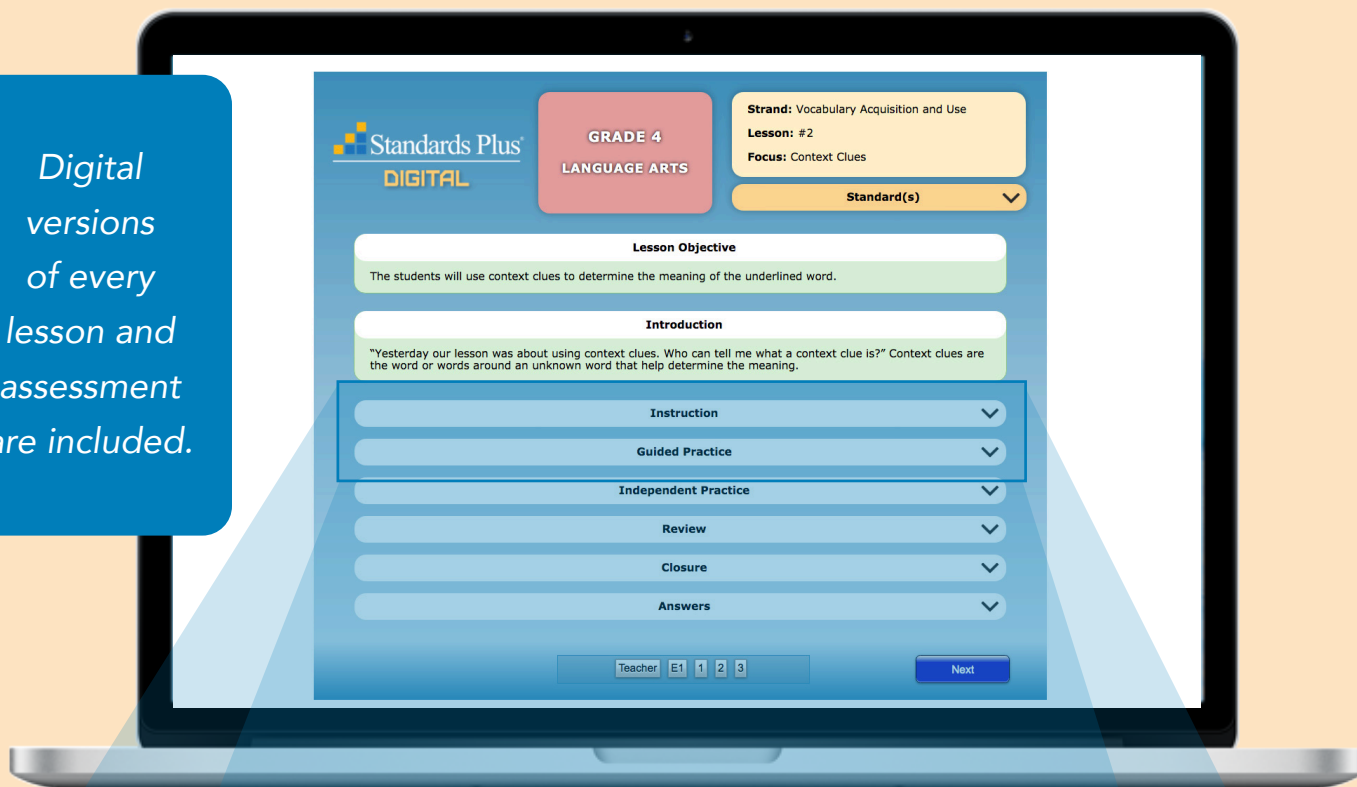
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Each lesson
also has
an easy to
follow
student
page.

Sample Digital Teacher Lesson Plan

(4th Grade ELA Sample)

Digital versions of every lesson and assessment are included.



Instruction

"Look at the left of your screen. When good readers come to an unknown word, they do the following:

- Look at the sentence with the unknown word.
- Reread the sentence paying close attention to what comes before and after the unknown word.
- Think of a word that makes sense and sounds right in the sentence."

Guided Practice

"Let's practice one example together. Look at the example. What are the clue words? You are told they 'couldn't agree' and that mother 'put the toys away.' Those are hints that the girls weren't getting along. Let's highlight the context clues that helped us. Using the clues, what do you think bicker means?"

Each section of the digital lesson plan is expandable.

Sample Student Lesson

(4th Grade ELA Sample)



Example 1:

The girls bickered about the toys. They **couldn't agree on who would play** with which of the little plastic animals, so their **mother** took all of the toys and **put them** away.

Bicker means to argue about something trivial.

Students respond online in the digital lessons. In this example students highlight clue words and type a response.

Sample Teacher Lesson Plan

Teacher Lesson Plan

Standards Plus® – Language Arts – Grade 6		
Strand: Reading Informational Text	Focus: Explicit Details and Inferences	Lesson: #3
Reading Informational Text Standard: RI.6.1: Cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.		

Lesson Objective: Students will identify and cite explicit details in the informational text to answer questions.

Introduction: “We read informational text everyday without even thinking about it. When we are on the Internet searching for something we are reading informational text. The ability to find and understand information is critical in all areas of our lives.”

Instruction: “Yesterday we identified explicit details in informational text. An author will usually include text clues that help us understand what was written. We can look for boldfaced words, as well as, information that is embedded in the text, such as the definition of the word immediately following the word itself in the text. Remember that the goal of every author is to have the reader understand their message. Let’s look at the definition at the top of your page. Today we are going to focus on identifying and answering questions about explicit information in the text.”

Guided Practice: “Let’s look at the entire piece of text together. We have already identified text features and the main ideas. Today we are searching for explicit information in the text. First, let’s skim the first paragraph. Now let’s find the answer to the question: *What are crocodiles shaped like?* We might remember seeing the information when we read or skimmed the text, and look for the answer in that location. Remember if we do not remember seeing the information, then we need to skim the passage again searching for that specific piece of text evidence. If we read the first sentence, we find the answer in the first sentence: *a lizard-shaped reptile*. The information, and the answer to our question, is stated explicitly in the text. Reading informational text is different than reading literature where typically we read the entire piece of literature from beginning to end. We read informational text for different purposes and so we might read a paragraph, a section or an entire passage depending on our purpose for reading the text.”

Independent Practice: Review directions with students. Remind students to reread to find the text evidence as needed.

Review: After a few minutes, review the questions together. During the review, discuss how the text is organized.

Closure: “Today we identified and cited explicit details in the text to answer questions. Turn to your partner and share another question that can be answered using explicit information from the text.”

Answers: Answers will vary. Possible answers include:

1. 9 to 15 feet; Sentence number 31
2. slimmer, more tapered snout; Sentence number 32
3. primarily fish; Sentence number 33
4. coastal mangrove swamps; Sentence number 34
5. protected habitat; Sentence number 36

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Each lesson plan includes the following direct instruction components:

Introduction

Instruction

Guided

Practice

Independent

Practice

Review

Closure

Sample Student Lesson

Student Page

Standards Plus® – Language Arts – Grade 6

Strand: Reading Informational Text Focus: Explicit Details and Inferences Lesson: #3

Reading Informational Text Standard: RI.6.1: Cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.

Explicit Information: fully and clearly expressed

- Factual information stated clearly in text.

REPTILES (cont.)

³¹The American Crocodile is a lizard-shaped reptile that ranges in length between nine inches (at hatching) to fifteen feet. ³²The crocodile is slimmer than the alligator and has a longer, more tapered snout. ³³The crocodile feeds primarily on fish, although it is an opportunistic feeder and will eat almost any animal that comes into its territory. ³⁴Crocodiles in Florida inhabit the coastal mangrove swamps, brackish and saltwater bays (including northern Florida Bay), creeks, and coastal canals.

³⁵Most crocodiles, and their habitat from Biscayne Bay northward, have been lost due to human development along the coast and Keys. ³⁶Crocodiles will survive in South Florida as long as there is proper protection of their habitat.

***Students need a copy of the passage REPTILES for the lesson.**

Example: What are crocodiles shaped like?

Directions: Reread the information carefully. Read each question carefully, find the answer in the text, underline the information in the text, write the sentence number and text evidence in the space provided.

1. What is the length of the American Crocodile? Sentence Number: _____

Text Evidence: _____

2. How is the crocodile different than the alligator? Sentence Number: _____

Text Evidence: _____

3. What does the crocodile eat? Sentence Number: _____

Text Evidence: _____

4. Where do crocodiles in Florida live? Sentence Number: _____

Text Evidence: _____

5. What do crocodiles need in order to survive in South Florida? Sentence Number: _____

Text Evidence: _____

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Each student page includes examples for Guided Practice...

...and items to be completed in Independent Practice.

Sample Teacher Lesson Plan

Teacher Lesson Plan

Standards Plus® – Language Arts – Grade 6

Strand: Reading Informational Text

Focus: Explicit Details and Inferences

Lesson: #4

Reading Informational Text Standard: RI.6.1: Cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.

Lesson Objective: Students will use inference to identify and answer questions about the informational text.

Introduction: “Informational text is important because success with most school subjects rely heavily on proficiency in informational reading and writing. In addition, informational literacy is important because in the work place most of text people work with is informational text.”

Instruction: “Yesterday we identified explicit details in the informational text we are reading. Today we will focus on using inference to answer questions about the text. Even when the author does not state the information explicitly, the author provides some clues so the reader can infer the meaning of the text. Let’s look at the definition on the top of the page. We will combine our background knowledge and experiences along with clues in the text to answer inference questions.”

Guided Practice: “Let’s reread the entire piece of text together. Remember the selection is an information passage about reptiles in Everglades National Park. Yesterday we used the explicit information in the text to answer questions. Now we are going to use the clues in the text and our own background knowledge to answer inference questions about the text. Let’s look at the first paragraph again. Next let’s find the answer to the question, *Why are there so many species of reptiles in Everglades National Park?* The information to answer the question is not stated explicitly, so keeping the question in mind, let’s skim the text for any clues that might help us answer the question. In the first sentence, we read that reptiles’ *body temperatures change with their surroundings* and in the second sentence, we read that South Florida has a *semi-tropical climate*. Therefore, by using clues in the text and our own knowledge about reptiles, we can infer that the warm climate, availability of vegetation, and water makes the perfect environment for reptiles. As we answer the remaining questions, remember it is important to read carefully when looking for inference clues.”

Independent Practice: Review directions with students. Depending on your students experience with searching for inference clues, you may want to have students work with a partner.

Review: After a few minutes, review the questions together. Remind students that their answers must be based on text evidence, but there is not necessarily a right or wrong answer as long as they can support it with some evidence from the text.

Closure: “Today we used inferences to identify and answer questions about the informational text. Turn to your partner and share your answer to question 1.”

Answers: 1. - 5. Answers will vary.

Each lesson
plan
includes
an answer
key

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Sample Student Lesson

Student Page

Standards Plus® – Language Arts – Grade 6

Strand: Reading Informational Text

Focus: Explicit Details and Inferences

Lesson: #4

Reading Informational Text Standard: RI.6.1: Cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.

Inference: Drawing a conclusion based on

- Clues in the text
- Background knowledge and experience

REPTILES (cont.)

¹Reptiles are vertebrate animals whose body temperatures change with their surroundings (cold-blooded). ²South Florida, with its semi-tropical climate, is an ideal home for these creatures. Various reptiles are found in all four of our South Florida national parks. ³Just within Everglades National Park, there are over fifty species of reptiles, including twenty-six snake species, sixteen turtle species, and several lizard species. ⁴Each one has an important role to play in the environment.

***Students need a copy of the passage REPTILES for the lesson.**

Example: Why are there so many species of reptiles in Everglades National Park?

Directions: Reread the entire passage carefully. Read each question carefully, find text clues in the passage, highlight the clues, and write the answers below.

1. Why do you think the American Alligator is called **king of the Everglades**? Explain your answer.

2. Why do you think alligators are poached? Explain your answer.

3. Why do you think the other animals spread out across the Everglades during the wet season?

4. What is the best time of year to view alligators? Why? Explain your answer.

After
students
complete
Independent
Practice,
review
each item
to check for
understanding.

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Sample Assessment - Teacher Page

Teacher Lesson Plan

Standards Plus® – Language Arts – Grade 6

Strand: Reading Informational Text Focus: Explicit Details and Inferences Assessment: #1

This assessment may be used in the following ways:

- As a formative assessment of the students' progress.
- As an additional opportunity to reinforce the vocabulary, concepts, and knowledge presented in the previous 4 lessons.

Standard: RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Procedure: Read the directions aloud and ensure that students understand how to respond to each item.

- If you are using this as a formative assessment, have the students complete the evaluation independently.
- If you are using this to reinforce instruction, determine the items that will be completed as guided practice, and those that will be completed as independent practice.

Additional Tips:

- All Standards Plus assessments are available in an **interactive digital format** in the Standards Plus Digital Platform.
- When the assessments are administered and scored digitally, the platform automatically creates intervention groups and recommends **additional printable intervention lessons**.
- You can also access the printable intervention lessons from the home screen in the digital platform.

Review: Review the correct answers with students as soon as they are finished.

Answers:

1. (RI.6.1) controls on poaching; sentence 16
2. (RI.6.1) in mid-June; sentence 21
3. (RI.6.1) They like fish, but will eat any food that comes within striking distance; sentence 33
4. (RI.6.1) Florida has a warm environment, both salt or fresh water, good nesting sites, swamps, and plentiful food for alligators and crocodiles. Answers will vary.
5. (RI.6.1) Alligators are still threatened due to lose or damage to their habitat. Water in the parks is controlled by outside the park, artificial flooding can destroy their nests and eggs. Answers will vary.

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Sample Assessment - Student Page

Student Page

Standards Plus® – Language Arts – Grade 6

Strand: Reading Informational Text Focus: Explicit Details and Inferences Assessment: #1

Explicit: Fully and clearly expressed in the text.

- Factual information stated clearly.

Inference: A guess based on clues the writer provides.

- Reading between the lines.

***Students need a copy of the passage *REPTILES* for the lesson.**

Directions: Reread the entire passage carefully. Read each question carefully, find the answer or text clues in the passage, underline the clues in the text, write the sentence number and text evidence in the space provided where indicated.

1. What caused the alligator population to rebound? Sentence Number: _____

2. When do female alligators begin build their nests? Sentence Number: _____

3. Crocodiles are opportunistic feeders. Explain what that means. Sentence Number: _____

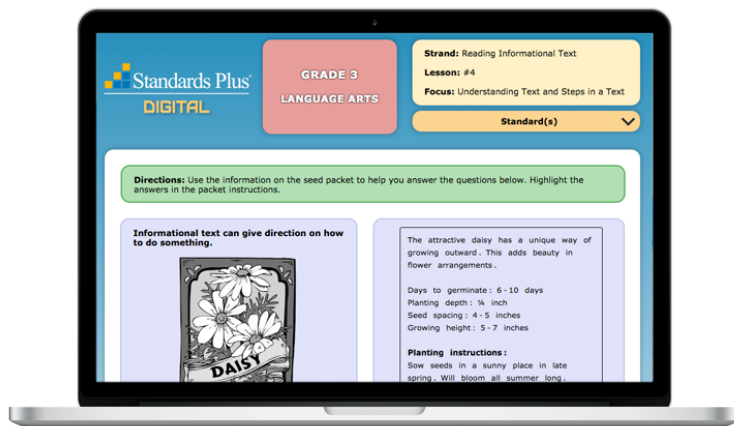
4. Why do most alligators and crocodiles live in Florida? Explain your answer.

5. Why do you think alligators are still a threatened species? Explain your answer.

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