

# Language Arts Grade 6 - Lesson Index

## Capitalization

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>1</b>	Political Divisions	L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>34</b>	<b>3</b>	<b>1-2</b>
<b>2</b>	Physical Features		<b>36</b>	<b>4</b>	
<b>3</b>	Man-made Structures		<b>38</b>	<b>5</b>	
<b>4</b>	Titles		<b>40</b>	<b>6</b>	
<b>A1</b>	Assessment–Capitalization Rules		<b>42</b>	<b>7</b>	

## Punctuation

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>1</b>	Parenthetical Elements	L.6.2a: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>48</b>	<b>9</b>	<b>1-2</b>
<b>2</b>	Parenthetical Elements		<b>50</b>	<b>10</b>	
<b>3</b>	Parenthetical Elements		<b>52</b>	<b>11</b>	
<b>4</b>	Parenthetical Elements		<b>54</b>	<b>12</b>	
<b>A1</b>	Assessment–Parenthetical Elements		<b>56</b>	<b>13</b>	

## Spelling

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>1</b>	Root Words	L.6.2b: Spell correctly.	<b>62</b>	<b>15</b>	<b>1-2</b>
<b>2</b>	Root Words		<b>64</b>	<b>16</b>	
<b>3</b>	Root Words		<b>66</b>	<b>17</b>	
<b>4</b>	Root Words		<b>68</b>	<b>18</b>	
<b>A1</b>	Assessment–Root Words		<b>70</b>	<b>19</b>	

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## Grammar and Usage

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>1</b>	Subjective Case Pronouns	L.6.1a: Ensure that pronouns are in the proper case (subjective, objective, possessive).	<b>76</b>	<b>21</b>	<b>1-2</b>
<b>2</b>	Objective Case Pronouns		<b>78</b>	<b>22</b>	
<b>3</b>	Possessive Case Pronouns		<b>80</b>	<b>23</b>	
<b>4</b>	Intensive Pronouns	L.6.1b: Use intensive pronouns (e.g., <i>myself, ourselves</i> ).	<b>82</b>	<b>24</b>	
<b>A1</b>	Assessment–Pronouns	L.6.1a, L.6.1b	<b>84</b>	<b>25</b>	
<b>5</b>	Shifts in Number and Person	L.6.1c: Recognize and correct inappropriate shifts in pronoun number and person.	<b>86</b>	<b>28</b>	<b>1-2</b>
<b>6</b>	Shifts in Number and Person		<b>88</b>	<b>29</b>	
<b>7</b>	Vague Pronouns	L.6.1d: Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents).	<b>90</b>	<b>30</b>	
<b>8</b>	Vague Pronouns		<b>92</b>	<b>31</b>	
<b>A2</b>	Assessment–Shifts in Number and Person and Vague Pronouns	L.6.1c, L.6.1d	<b>94</b>	<b>31</b>	
<b>Grammar and Usage Performance Lesson– Pronouns</b>			<b>96-97</b>	<b>33-34</b>	<b>3</b>

# Language Arts Grade 6 - Lesson Index

## Knowledge of Language

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>1</b>	Sentence Patterns	L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.	104	35	1-2
<b>2</b>	Sentence Patterns		106	36	
<b>3</b>	Sentence Patterns		108	37	
<b>4</b>	Sentence Patterns		110	38	
<b>A1</b>	Assessment–Sentence Patterns		112	39	
<b>5</b>	Prepositional Phrases	L.6.3a	114	41	1-2
<b>6</b>	Coordinating Conjunctions		116	42	
<b>7</b>	Subordinating Conjunctions		118	43	
<b>8</b>	Correlative Conjunctions		120	44	
<b>A2</b>	Assessment–Sentence Patterns		122	45	
<b>Knowledge of Language Performance Lesson– Sentence Patterns</b>			<b>124-125</b>	<b>47-48</b>	<b>3</b>

# Language Arts Grade 6 - Lesson Index

## Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>1</b>	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.	<b>134</b>	<b>49</b>	<b>1-2</b>
<b>2</b>	Context Clues		<b>136</b>	<b>50</b>	
<b>3</b>	Context Clues		<b>138</b>	<b>51</b>	
<b>4</b>	Context Clues		<b>140</b>	<b>52</b>	
<b>A1</b>	Assessment–Context Clues		<b>142</b>	<b>53</b>	
<b>5</b>	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> ).	<b>144</b>	<b>55</b>	<b>1-2</b>
<b>6</b>	Using a Suffix as a Clue to Meaning		<b>146</b>	<b>56</b>	
<b>7</b>	Using Greek Roots		<b>148</b>	<b>57</b>	
<b>8</b>	Using Latin Roots		<b>150</b>	<b>58</b>	
<b>A2</b>	Assessment–Greek and Latin Roots		<b>152</b>	<b>59</b>	
<b>Vocabulary Acquisition and Use Performance Lesson – Great Wall of China</b>			<b>154-155</b>	<b>61-62</b>	<b>3</b>
<b>9</b>	Figures of Speech	L.6.5a: Interpret figures of speech (e.g., personification) in context.	<b>158</b>	<b>63</b>	<b>1-2</b>
<b>10</b>	Figures of Speech		<b>160</b>	<b>64</b>	
<b>11</b>	Figures of Speech		<b>162</b>	<b>65</b>	
<b>12</b>	Figures of Speech		<b>164</b>	<b>66</b>	
<b>A3</b>	Assessment–Figures of Speech		<b>166</b>	<b>67</b>	
<b>13</b>	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	<b>168</b>	<b>69</b>	<b>1-2</b>
<b>14</b>	Word Relationships		<b>170</b>	<b>70</b>	
<b>15</b>	Word Relationships		<b>172</b>	<b>71</b>	
<b>16</b>	Word Relationships		<b>174</b>	<b>72</b>	
<b>A4</b>	Assessment–Word Relationships		<b>176</b>	<b>73</b>	

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## Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>17</b>	Connotation/Denotation	L.6.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).	<b>178</b>	<b>75</b>	<b>1-2</b>
<b>18</b>	Connotation/Denotation		<b>180</b>	<b>76</b>	
<b>19</b>	Connotation/Denotation		<b>182</b>	<b>77</b>	
<b>20</b>	Connotation/Denotation		<b>184</b>	<b>78</b>	
<b>A5</b>	Assessment–Connotation/Denotation		<b>186</b>	<b>79</b>	
<b>Vocabulary Acquisition and Use Performance Lesson 2 – Marco Polo</b>			<b>188-189</b>	<b>81-82</b>	<b>3</b>

# Language Arts Grade 6 - Lesson Index

## Integrated Project 1: *In the Words of...*

**Overview:** Students research a famous speech. They analyze the language, figures of speech, and context of the speech. They orally present the speech and their analysis to the class.

**Product:** Students write an analysis of a famous speech and present the analysis of the speech in an oral presentation.

**Integrates the following standards:**

Capitalization, Punctuation, Spelling, Grammar and Usage,  
Knowledge of Language, Vocabulary Acquisition, Writing

**Student Edition Pages:** 83-88

**Teacher Edition Pages:** 195-205

**DOK Level 4**

# Language Arts Grade 6 - Lesson Index

## Reading Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>Text for Lessons 1-4, Assessment 1: Reptiles</b>			<b>214</b>	<b>89</b>	<b>1-2</b>
<b>1</b>	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.	<b>216</b>	<b>90</b>	
<b>2</b>	Explicit Details and Inferences		<b>218</b>	<b>91</b>	
<b>3</b>	Explicit Details and Inferences		<b>220</b>	<b>92</b>	
<b>4</b>	Explicit Details and Inferences		<b>222</b>	<b>93</b>	
<b>A1</b>	Assessment–Explicit Details and Inferences		<b>224</b>	<b>94</b>	
<b>Text for Lessons 5-8, Assessment 2: Swamps</b>			<b>226</b>	<b>95</b>	<b>1-2</b>
<b>5</b>	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.	<b>228</b>	<b>96</b>	
<b>6</b>	Word Meaning		<b>230</b>	<b>97</b>	
<b>7</b>	Word Meaning		<b>232</b>	<b>98</b>	
<b>8</b>	Word Meaning		<b>234</b>	<b>99</b>	
<b>A2</b>	Assessment–Word Meaning		<b>236</b>	<b>100</b>	
<b>Text for Lessons 9-12, Assessment 3: The Amazing Wright Brothers</b>			<b>238-239</b>	<b>101-102</b>	<b>1-2</b>
<b>9</b>	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).	<b>240</b>	<b>103</b>	
<b>10</b>	Analyzing Informational Text		<b>242</b>	<b>104</b>	
<b>11</b>	Analyzing Informational Text		<b>244</b>	<b>105</b>	
<b>12</b>	Analyzing Informational Text		<b>246</b>	<b>106</b>	
<b>A3</b>	Assessment–Analyzing Informational Text		<b>248</b>	<b>107</b>	
<b>Text for Lessons 13-16, Assessment 4: Marine Debris</b>			<b>250</b>	<b>109</b>	

# Language Arts Grade 6 - Lesson Index

## Reading Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>13</b>	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.	252	110	1-2
<b>14</b>	Central Idea		254	111	
<b>15</b>	Central Idea		256	112	
<b>16</b>	Central Idea		258	113	
<b>A4</b>	Assessment–Central Idea		260	114	
<b>Text for Lessons 17-20, Assessment 5: Marine Debris</b>			262	115	
<b>17</b>	Summary	RI.6.2	264	116	1-2
<b>18</b>	Summary		266	117	
<b>19</b>	Summary		268	118	
<b>20</b>	Summary		270	119	
<b>A5</b>	Assessment–Summary		272	120	
<b>Reading Literature Performance Lesson – Gold Rush</b>			274-275	121-124	3
<b>21</b>	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.	280	125	1-2
<b>22</b>	Point of View		282	126	
<b>23</b>	Point of View		284	127	
<b>24</b>	Point of View		286	128	
<b>A6</b>	Assessment–Point of View		288	129	
<b>Reading Literature Performance Lesson 2 – Point of View</b>			290-291	131-135	3



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## Reading Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>25</b>	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.	<b>298</b>	<b>136</b>	<b>1-2</b>
<b>26</b>	Analyzing Text		<b>300</b>	<b>137</b>	
<b>27</b>	Analyzing Text		<b>302</b>	<b>138</b>	
<b>28</b>	Analyzing Text		<b>304</b>	<b>139</b>	
<b>A7</b>	Assessment–Analyzing Text		<b>306</b>	<b>140</b>	
<b>Reading Literature Performance Lesson 3– Milestones of Flight</b>			<b>308-309</b>	<b>141-145</b>	<b>3</b>
<b>Text for Lessons 29-32, Assessment 8: The Future of Education</b>			<b>315</b>	<b>146</b>	
<b>29</b>	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.	<b>316</b>	<b>147</b>	<b>1-2</b>
<b>30</b>	Evaluating Argument		<b>318</b>	<b>148</b>	
<b>31</b>	Evaluating Argument		<b>320</b>	<b>149</b>	
<b>32</b>	Evaluating Argument		<b>322</b>	<b>150</b>	
<b>A8</b>	Assessment–Evaluating Arguments		<b>324</b>	<b>151</b>	

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## Writing

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>1</b>	Structure of an Argument	W.6.1: Write arguments to support claims with clear reasons and relevant evidence.	<b>332</b>	<b>153</b>	<b>1-2</b>
<b>2</b>	Thesis Statement and Evidence		<b>334</b>	<b>154</b>	
<b>3</b>	Introductory Paragraph		<b>336</b>	<b>155</b>	
<b>4</b>	Transition Words and Phrases		<b>338</b>	<b>156</b>	
<b>A1</b>	Assessment–Argument Essay		<b>340</b>	<b>157</b>	
<b>5</b>	First Body Paragraph	W.6.1	<b>342</b>	<b>159</b>	<b>1-2</b>
<b>6</b>	Second Body Paragraph		<b>344</b>	<b>160</b>	
<b>7</b>	Third Body Paragraph		<b>346</b>	<b>161</b>	
<b>8</b>	Concluding Paragraph		<b>348</b>	<b>162</b>	
<b>A2</b>	Assessment–Argument Essay		<b>350</b>	<b>163</b>	
<b>Writing Performance Lesson – Writing Argument</b>			<b>352-353</b>	<b>165-168</b>	<b>3</b>
<b>9</b>	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.	<b>358</b>	<b>169</b>	<b>1-2</b>
<b>10</b>	Examining a Topic		<b>360</b>	<b>170</b>	
<b>11</b>	Compare/Contrast Information		<b>362</b>	<b>171</b>	
<b>12</b>	Introductory Paragraph		<b>364</b>	<b>172</b>	
<b>A3</b>	Assessment- Informative Essay		<b>366</b>	<b>173</b>	
<b>13</b>	First Body Paragraph	W.6.2	<b>368</b>	<b>175</b>	<b>1-2</b>
<b>14</b>	Second Body Paragraph		<b>370</b>	<b>176</b>	
<b>15</b>	Third Body Paragraph		<b>372</b>	<b>177</b>	
<b>16</b>	Concluding Paragraph		<b>374</b>	<b>178</b>	
<b>A4</b>	Assessment–Informative Essay		<b>376</b>	<b>179</b>	
<b>Writing Performance Lesson 2 – Writing Informative/Explanatory</b>			<b>378-379</b>	<b>181-184</b>	<b>3</b>

# Language Arts Grade 6 - Lesson Index

## Writing

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>17</b>	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.	<b>384</b>	<b>185</b>	<b>1-2</b>
<b>18</b>	Organizing the Narrative		<b>386</b>	<b>186</b>	
<b>19</b>	Narrative Outline		<b>388</b>	<b>187</b>	
<b>20</b>	Introduction/Exposition Paragraph		<b>390</b>	<b>188</b>	
<b>A5</b>	Assessment–Narrative Essay		<b>392</b>	<b>189</b>	
<b>21</b>	Body Paragraphs	W.6.3	<b>394</b>	<b>191</b>	<b>1-2</b>
<b>22</b>	Writing the Climax		<b>396</b>	<b>192</b>	
<b>23</b>	Falling Action, Resolution, Conclusion		<b>398</b>	<b>193</b>	
<b>24</b>	Title and Review		<b>400</b>	<b>194</b>	
<b>A6</b>	Assessment–Narrative Essay		<b>402</b>	<b>195</b>	
<b>Writing Performance Lesson 3 - Writing Narrative</b>			<b>404-405</b>	<b>197-198</b>	<b>3</b>

# Language Arts Grade 6 - Lesson Index

## Integrated Project 2: *Argue Your Point*

**Overview:** Students work in pairs to research an issue. They analyze the issue and the two opposing viewpoints. Each student will present one viewpoint, citing the argument, claims and findings to the class.

**Product:** Students present opposing viewpoints on an issue to the class in an oral presentation.

### **Integrates the following standards:**

Reading Informational Text, Speaking and Listening, Language, Writing

**Student Edition Pages:** 199-203

**Teacher Edition Pages:** 411-420

**DOK Level 4**

# Language Arts Grade 6 - Lesson Index

## Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>1</b>	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.	428	204	1-2
<b>2</b>	Explicit Details and Inferences		430	205	
<b>3</b>	Explicit Details and Inferences		432	206	
<b>4</b>	Explicit Details and Inferences		434	207	
<b>A1</b>	Assessment–Explicit Details and Inferences		436	208	
<b>5</b>	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.	438	209	1-2
<b>6</b>	Tone		440	210	
<b>7</b>	Mood		442	211	
<b>8</b>	Tone and Mood		444	212	
<b>A2</b>	Assessment–Tone and Mood		446	213	
<b>Text for Lessons 9-12, Assessment 3: <i>Androcles and the Lion</i></b>			448-449	215-216	
<b>9</b>	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.	450	217	1-2
<b>10</b>	Plot		452	218	
<b>11</b>	Plot		454	219	
<b>12</b>	Plot		456	220	
<b>A3</b>	Assessment–Plot		458	221	
<b>Reading Literature Performance Lesson -Plot and Structure</b>			460	223-226	3

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## Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>Text for Lessons 9-12, Assessment 4: <i>Androcles and the Lion</i></b>			<b>466-467</b>	<b>227-228</b>	
<b>13</b>	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.	<b>468</b>	<b>229</b>	1-2
<b>14</b>	Summary		<b>470</b>	<b>230</b>	
<b>15</b>	Summary		<b>472</b>	<b>231</b>	
<b>16</b>	Summary		<b>474</b>	<b>232</b>	
<b>A4</b>	Assessment–Summary		<b>476</b>	<b>233</b>	
<b>Text for Lessons 17-20, Assessment 5: <i>Echo and Narcissus</i></b>			<b>478-479</b>	<b>235-236</b>	
<b>17</b>	Characterization	RL.6.3	<b>480</b>	<b>237</b>	1-2
<b>18</b>	Characterization		<b>482</b>	<b>238</b>	
<b>19</b>	Characterization		<b>484</b>	<b>239</b>	
<b>20</b>	Characterization		<b>486</b>	<b>240</b>	
<b>A5</b>	Assessment–Characterization		<b>488</b>	<b>241</b>	
<b>Reading Literature Performance Lesson 2 – Characters and Summary</b>			<b>490</b>	<b>243-246</b>	<b>3</b>
<b>21</b>	Point of View	RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.	<b>496</b>	<b>247</b>	1-2
<b>22</b>	Point of View		<b>498</b>	<b>248</b>	
<b>23</b>	Point of View		<b>500</b>	<b>249</b>	
<b>24</b>	Point of View		<b>502</b>	<b>250</b>	
<b>A6</b>	Assessment–Point of View		<b>504</b>	<b>251</b>	

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## Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>Text for Lessons 25-28, Assessment 7: <i>Icarus</i></b>			506-507	253-254	
<b>25</b>	Developing Theme	RL.6.2	508	255	1-2
<b>26</b>	Developing Theme		510	256	
<b>27</b>	Developing Theme		512	257	
<b>28</b>	Theme		514	258	
<b>A7</b>	Assessment–Theme		516	259	
<b>Text for Lessons 29-32, Assessment 8: <i>If</i></b>			518	261	
<b>29</b>	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.	520	262	1-2
<b>30</b>	Literary Analysis		522	263	
<b>31</b>	Literary Analysis		524	264	
<b>32</b>	Literary Analysis		526	265	
<b>A8</b>	Assessment–Literary Analysis		528	266	
<b>Reading Literature Performance Lesson 3 – Literary Analysis</b>			530-531	267-270	3

# Language Arts Grade 6 - Lesson Index

## Integrated Project 3: *How Does It End?*

**Overview:** Students use elements of a narrative to develop the resolution and ending of the story. They present their final chapters in small groups.

**Product:** Students will write the final chapter to a story and present their final chapter in small groups.

### **Integrates the following standards:**

Reading Literature, Writing, Speaking and Listening, Language

**Student Edition Pages:** 271-275

**Teacher Edition Pages:** 539-549

**DOK Level 4**