Common Core Based Language

Grade 6 Edition



By David S. Dye M. ED.

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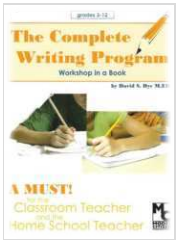
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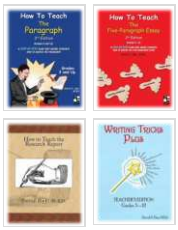
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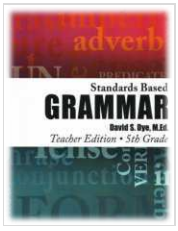
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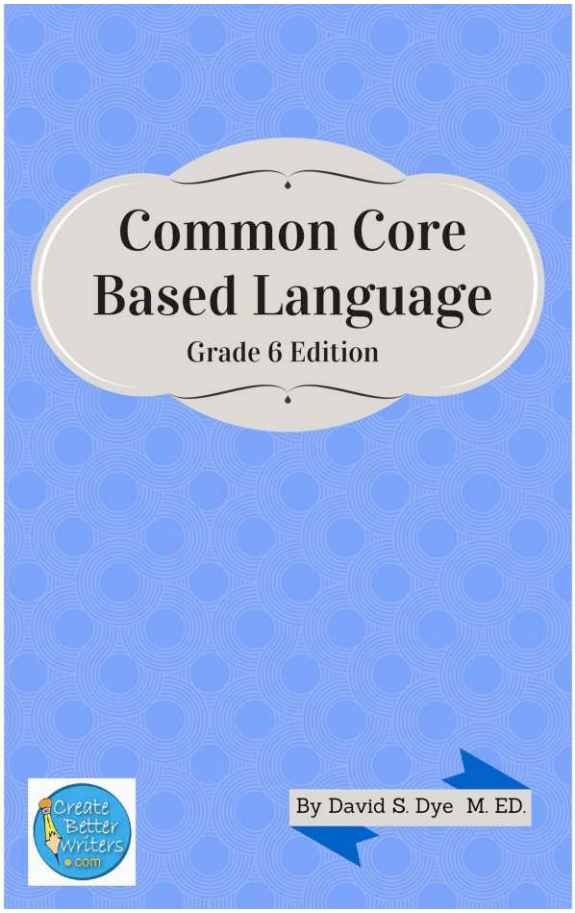
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Thank you for purchasing this book. These worksheets and lesson plans cover every Common Core Language standard for grade 6 and are organized in a way to maximize learning. They have been classroom tested, revised, and classroom tested again. I hope they work as well for you as they have for me. –David Dye



Objective: The purpose of this book is to help students learn the grade 6 Common Core State Standards for language and be able to apply these standards into their everyday lives.

Students will accomplish these objectives by completing a variety of activities that help utilize multiple learning modalities. These lessons and worksheets also incorporate the best practices of education by using Direct Interactive Instruction (DII) as a method of learning the material. Whether a teacher has been trained in these strategies is not important as many of the worksheets give the teacher a step-by-step guide to help the students master the standards.

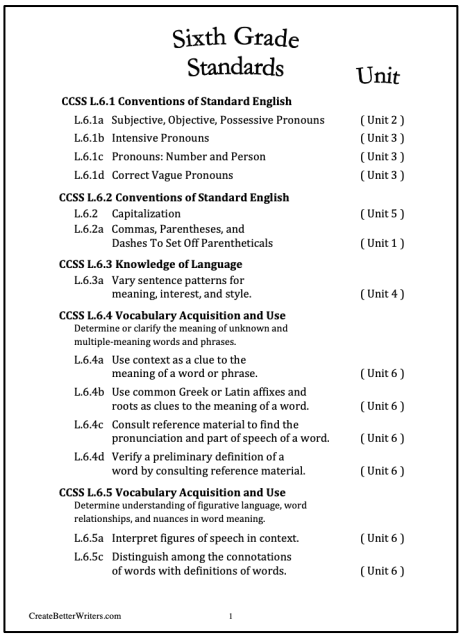
Introduction:

If you are looking for help teaching the Common Core State Standards for Grade 6 Language, you've found it. Every single worksheet in this book was designed specifically to meet every one of these standards. The worksheets were literally created with the standard as the central theme and most worksheets have the standard written right on the page.

The goal for these lessons is mastery. Students are introduced to each concept, given the opportunity to learn the vocabulary of the standard, and progress through the lessons, which end with the expectation that they will use the skills taught in authentic language situations, both spoken and written.

The book begins with a complete list of the CCSS for language, including all the sub-standards required. This list will tell you where to find each unit and is followed by a teacher checklist that will help you keep track of the standards that you have and have not covered.

An excellent advantage of this book is that many of these standards can be taught within the context of other lessons. For example, many of the root words worksheets can be taught concurrently with your spelling or vocabulary routines. If you don't have a spelling or vocabulary routine, this book even gives you that, along with all the material needed to help your students gain complete mastery.



Sixth Grade Standards — Unit

CCSS L.6.1 Conventions of Standard English
- L.6.1a Subjective, Objective, Possessive Pronouns (Unit 2)
- L.6.1b Intensive Pronouns (Unit 3)
- L.6.1c Pronouns: Number and Person (Unit 3)
- L.6.1d Correct Vague Pronouns (Unit 3)

CCSS L.6.2 Conventions of Standard English
- L.6.2 Capitalization (Unit 5)
- L.6.2a Commas, Parentheses, and Dashes To Set Off Parentheticals (Unit 1)

CCSS L.6.3 Knowledge of Language
- L.6.3a Vary sentence patterns for meaning, interest, and style. (Unit 4)

CCSS L.6.4 Vocabulary Acquisition and Use
Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- L.6.4a Use context as a clue to the meaning of a word or phrase. (Unit 6)
- L.6.4b Use common Greek or Latin affixes and roots as clues to the meaning of a word. (Unit 6)
- L.6.4c Consult reference material to find the pronunciation and part of speech of a word. (Unit 6)
- L.6.4d Verify a preliminary definition of a word by consulting reference material. (Unit 6)

CCSS L.6.5 Vocabulary Acquisition and Use
Determine understanding of figurative language, word relationships, and nuances in word meaning.
- L.6.5a Interpret figures of speech in context. (Unit 6)
- L.6.5c Distinguish among the connotations of words with definitions of words. (Unit 6)

This book takes the CCSS one step further. Because of the rigor of Common Core, most students will certainly need to review standards from previous grades before moving on to new ones. Sixth graders especially will have huge gaps in their knowledge base as the rigor of the previous years has left them struggling to keep up. With this in mind, the 6th Grade Edition of *Common Core Based Language* includes two comprehensive units on commas and capitalization. These units will help teachers provide review lessons that will give the students the confidence they need to work through the rest of their language lessons.

Using This Book

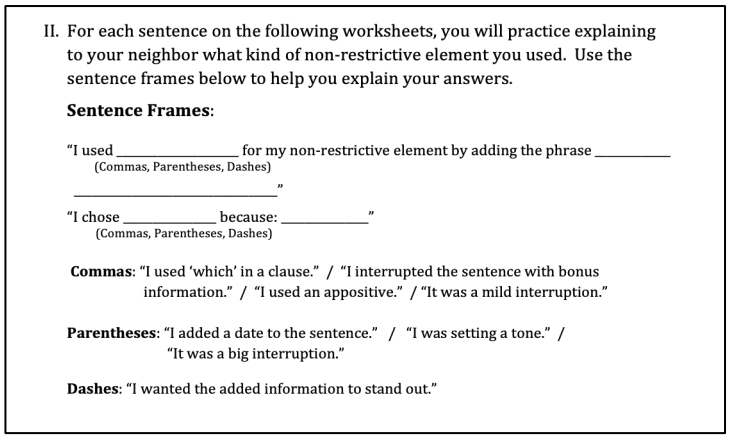
One of the goals of the Common Core State Standards is to get the students using the skills they are taught in real life situations as soon as possible. To that end, using a curriculum based on worksheets can be problematic. This may be a book filled with worksheets, but the goal of these worksheets is to have the students use the language skills within their writing as soon as possible. Here is a list of features you will find within these lesson plans and worksheets:

A. Journal Extensions: Many lessons conclude with a journal activity, which requires them to apply what they've learned in a real writing situation. For example, the students will learn to find the meaning of words by looking for Greek and Latin prefixes and suffixes. After they have practiced learning to break words into parts using the worksheets, they will be asked to keep track of words they find within the literature used in the class. The same is true for figurative language, vocabulary context clues, and many other skills.

> **Extension:** You wake up late and need to rush to school. However, many obstacles get in your way. Write a one paragraph story about trying to get to school on time. Use at least three (3) complex sentences. Use the subordinate conjunctions below for ideas.
>
> after as because before if once since so unless
> when whenever wherever whether while

B. Direct Instruction / Direct Interactive Instruction (DII): DII is a trend that has been sweeping across the country. Basically, many of the best practices of teaching have been bundled together and given the label of DII. These strategies involve keeping all students actively involved in lessons at all times. Even if you have not been trained in DII strategies, many of the worksheets have incorporated the DII within

the lesson. For example, there are times when the students are required to explain their answers to a neighbor using sentence frames to guide them. The more they explain their answers, the better they learn the vocabulary and concepts being taught. Soon, the sentence frames are no longer needed and the students have mastered the skills. One example of this is when the students are learning to add non-restrictive clauses to sentences by using commas, dashes, or parentheses. The students must use what they've learned from the worksheets to decide which of the three is the best choice. Next, they use the sentence frame and fill in the blanks with the choices they've made. Look at the sample below:



II. For each sentence on the following worksheets, you will practice explaining to your neighbor what kind of non-restrictive element you used. Use the sentence frames below to help you explain your answers.

Sentence Frames:

"I used _____ for my non-restrictive element by adding the phrase _____
(Commas, Parentheses, Dashes)
_____"

"I chose _____ because: _____"
(Commas, Parentheses, Dashes)

Commas: "I used 'which' in a clause." / "I interrupted the sentence with bonus information." / "I used an appositive." / "It was a mild interruption."

Parentheses: "I added a date to the sentence." / "I was setting a tone." / "It was a big interruption."

Dashes: "I wanted the added information to stand out."

If we go to the movies at 7:00, we should be home by 9:30.

The student adds *", which lasts for two hours,"*

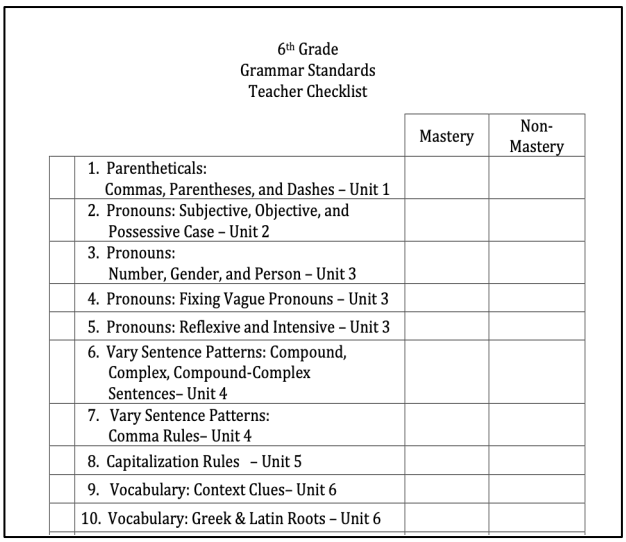
If we go to the movies at 7:00, <u>which lasts for two hours</u>, we should be home by 9:30.

The students explain their answer by using the sentence frame below:

*"I used **<u>commas</u>** for my non-restrictive element by adding the phrase '**<u>which lasts for two hours.'</u>** I chose <u>commas</u> because <u>I added bonus information, and it was a mild interruption."</u>*

In the sentence frame, the students practiced using the vocabulary term "non-restrictive clause" and reviewed the rule that requires commas to be used for mild interruptions. It takes a certain amount of mental coordination for the students to use the sentence frame. However, once they've practiced it a few times, you'll be amazed at how well your students can explain the rules for commas, dashes, and parentheses in non-restrictive clauses.

C. Teacher Checklists / Student-Parent Checklists: The **Teacher Checklist** allows the teacher to check off each standard after it has been taught. This is especially helpful if you do not teach the chapters in order or if you are using this book as a supplement. By doing this you are sure to cover every standard required for your grade level. You can also write down how many students mastered (and did not master) each skill in the boxes.



6th Grade
Grammar Standards
Teacher Checklist

	Mastery	Non-Mastery
1. Parentheticals: Commas, Parentheses, and Dashes – Unit 1		
2. Pronouns: Subjective, Objective, and Possessive Case – Unit 2		
3. Pronouns: Number, Gender, and Person – Unit 3		
4. Pronouns: Fixing Vague Pronouns – Unit 3		
5. Pronouns: Reflexive and Intensive – Unit 3		
6. Vary Sentence Patterns: Compound, Complex, Compound-Complex Sentences– Unit 4		
7. Vary Sentence Patterns: Comma Rules– Unit 4		
8. Capitalization Rules – Unit 5		
9. Vocabulary: Context Clues– Unit 6		
10. Vocabulary: Greek & Latin Roots – Unit 6		

For the **Student Checklist**, you can make a copy for each student. After each assessment you can check "Mastery" or "Non-Mastery" of each standard for each student. This will give you an idea of which standards need greater attention throughout the year.

This checklist is also a way for you to keep the parents involved in their children's progress. After each test, check off mastery or non-mastery. At the end of the school year you can send it home. The parents then have the option to find supplemental help and solid information to provide tutors. Also, you can make copies of the checklist for next year's teacher which will give her an idea of the skill level of his upcoming students.

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Sixth Grade Standards

		Unit
CCSS L.6.1 Conventions of Standard English		
L.6.1a	Subjective, Objective, Possessive Pronouns	(Unit 2)
L.6.1b	Intensive Pronouns	(Unit 3)
L.6.1c	Pronouns: Number and Person	(Unit 3)
L.6.1d	Correct Vague Pronouns	(Unit 3)
CCSS L.6.2 Conventions of Standard English		
L.6.2	Capitalization	(Unit 5)
L.6.2a	Commas, Parentheses, and Dashes To Set Off Parentheticals	(Unit 1)
CCSS L.6.3 Knowledge of Language		
L.6.3a	Vary sentence patterns for meaning, interest, and style.	(Unit 4)
CCSS L.6.4 Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases.		
L.6.4a	Use context as a clue to the meaning of a word or phrase.	(Unit 6)
L.6.4b	Use common Greek or Latin affixes and roots as clues to the meaning of a word.	(Unit 6)
L.6.4c	Consult reference material to find the pronunciation and part of speech of a word.	(Unit 6)
L.6.4d	Verify a preliminary definition of a word by consulting reference material.	(Unit 6)
CCSS L.6.5 Vocabulary Acquisition and Use Determine understanding of figurative language, word relationships, and nuances in word meaning.		
L.6.5a	Interpret figures of speech in context.	(Unit 6)
L.6.5c	Distinguish among the connotations of words with definitions of words.	(Unit 6)

6th Grade
Grammar Standards
Teacher Checklist

		Mastery	Non-Mastery
	1. Parentheticals: Commas, Parentheses, and Dashes – Unit 1		
	2. Pronouns: Subjective, Objective, and Possessive Case – Unit 2		
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	7. Vary Sentence Patterns: Comma Rules– Unit 4		
	8. Capitalization Rules – Unit 5		
	9. Vocabulary: Context Clues– Unit 6		
	10. Vocabulary: Greek & Latin Roots – Unit 6		
	11. Figurative Language – Unit 6		
	12. Vocabulary: Shades of Meaning – Unit 6		
	13.		
	14.		
	15.		
	16.		

6th Grade
Grammar Standards
Student / Parent Checklist

_____
Name

		Mastery	Non-Mastery
	1. Parentheticals: Commas, Parentheses, and Dashes – Unit 1		
	2. Pronouns: Subjective, Objective, and Possessive Case – Unit 2		
	3. Pronouns: Number, Gender, and Person – Unit 3		
	4. Pronouns: Fixing Vague Pronouns – Unit 3		
	5. Pronouns: Reflexive and Intensive – Unit 3		
	6. Vary Sentence Patterns: Compound, Complex, Compound-Complex Sentences– Unit 4		
	7. Vary Sentence Patterns: Comma Rules– Unit 4		
	8. Capitalization Rules – Unit 5		
	9. Vocabulary: Context Clues– Unit 6		
	10. Vocabulary: Greek & Latin Roots – Unit 6		
	11. Figurative Language – Unit 6		
	12. Vocabulary: Shades of Meaning – Unit 6		

Unit 1

Parentheticals:

Commas

Parentheses

Dashes

Name: _____

Setting Off Non-Restrictive / Parenthetical Elements
Commas, Parentheses, and Dashes #1

CCSS 6. L.2a

Non-Restrictive Elements

A word, phrase, or clause that provides added, though not needed, information to a sentence.

Commas: Used with a mild interruption in the sentence.

Using "which" to Add Information: Gold**, which is expensive,** lined the walls of the tomb.

Interrupting the Sentence: 1. In the front of the class**, however,** everyone was listening.

2. Amy was talking on the phone**, although she should have been focused on driving,** with her cousin.

Appositives (describing the subject / object):

Subject: 1. My little **brother, Todd,** won an award.

Object: 2. He gave my little **brother, Todd,** an award.

Parentheses: Use parentheses to surround added information that does NOT fit in the sentence.

Dates: We celebrated the birth of Martin Luther King (January 15, 1929) by putting on a play.

Setting Tone: We left early (Dodgers game!) to beat the traffic.

Dashes: Follow the same rules for commas and parentheses. However, only use dashes when you want your unneeded information to **stand out**.

We were winning the relay when Carlos – poor Carlos who can't walk and chew gum at the same time – grabbed the baton. / The party was ready except for one thing – guests.

I. Practicing Commas:

A. Use commas to add a clause starting with "which" to add a non-restrictive element to each sentence.

1. If we go to the movies at 7:00 we should be home by 9:30.

   If we go to the movies at 7:00**, which lasts for two hours,** we should be home by 9:30.

2. We will be making cookies for the party.

   _____

   _____

3. Balloons were all over the room.

_____

_____

B. Use commas to add a word, phrase, or clause that interrupts the flow of each sentence.

1. Put the library books in the box.

   Put the library books**, the ones that are overdue,** in the box.

2. People came from all over to see the game.

_____

_____

Thank you for previewing

Common Core Based Language: Grade 6

II. Practicing Parentheses:

A. Use parentheses to add **dates** to the sentences below.

1. The Declaration of Independence was signed by the Founding Fathers.

   The Declaration of Independence was adopted **(July 4, 1776)** by the Founding Fathers.

2. On my sixteenth birthday I want a big party.

   _____

   _____

3. For eight years George Washington served as president. Note: He took office in 1789 and left office in 1797.

   _____

   _____

Thank you for previewing

Common Core Based Language: Grade 6

III. Practicing Dashes:

Add a non-restrictive word, phrase, or clause that stands out to each sentence by using **dashes** rather than commas.

1. Our school will play for the championship tonight.

   Our school will play – Go Bears! – for the championship tonight.

2. With our team's new quarterback we are sure to win.

   _____

   _____

3. The singer on the stage winked at me.

   _____

   _____

Thank you for previewing
Common Core Based Language: Grade 6

Name: _____

Setting Off Non-Restrictive / Parenthetical Elements
Commas, Parentheses, and Dashes #2

CCSS 6. L.2a

I. Practicing Commas:

A. Use commas to add a clause starting with "which" to add a non-restrictive element to each sentence. Use the facts in parentheses for ideas or think of your own.

1. Reptiles rely on the sun for their warmth. *(Reptiles are cold blooded.)*

_____

_____

2. The rain forest is an active ecosystem. *(A rain forest is filled with a wide variety of plants and animals.)*

_____

_____

3. The water cycle keeps life going all over the planet. *(The water cycle is fueled by the sun.)*

_____

_____

B. Use commas to add a word, phrase, or clause that interrupts the flow of each sentence. Use the question to help you think of a way to interrupt the sentence.

1. The cactus survives well in the desert. *(Does the cactus need much water?)*

_____

_____

2. Several animals adapt well to the cold winters of the temperate forest. *(What is an example of an animal that lives in the forest?)*

_____

_____

Name: _____

Setting Off Non-Restrictive / Parenthetical Elements
Commas, Parentheses, and Dashes #3

CCSS 6. L.2a

I. When would you use a comma, parentheses, or a dash to add a non-restrictive clause? Explain the rules for each below:

Use **commas** to add a non-restrictive clause when _____

_____

Use **parentheses** to add a non-restrictive clause when _____

_____

Use **dashes** to add a non-restrictive clause when _____

_____

II. For each sentence on the following worksheets, you will practice explaining to your neighbor what kind of non-restrictive element you used. Use the sentence frames below to help you explain your answers.

Sentence Frames:

"I used _____ for my non-restrictive element by adding the phrase _____
(Commas, Parentheses, Dashes)
_____"

"I chose _____ because: _____"
(Commas, Parentheses, Dashes)

Commas: "I used 'which' in a clause." / "I interrupted the sentence with bonus information." / "I used an appositive." / "It was a mild interruption."

Parentheses: "I added a date to the sentence." / "I was setting a tone." / "It was a big interruption."

Dashes: "I wanted the added information to stand out."

Directions: In the sentences below, add non-restrictive clauses by using commas, parentheses, or dashes. Be prepared to explain to your neighbor why you chose a comma, parentheses, or dash. Use the sentence frames on the previous page to help.

1. If we go to the movies at 7:00 we should be home by 9:30.

   If we go to the movies at 7:00**, which lasts for two hours,** we should be home by 9:30.

   Explain. *"I used commas for my non-restrictive element by adding the phrase 'which lasts for two hours'. I chose commas because I added bonus information, and it was a mild interruption."*

2. If Robert gets an A on this test it will be his best report card ever.

   _____

   _____

   Explain.

3. Swallows will return in March.

   _____

   _____

   Explain.

Thank you for previewing

Common Core Based Language: Grade 6

Name: _____



Setting Off Non-Restrictive / Parenthetical Elements
Commas, Parentheses, and Dashes #4



CCSS 6. L.2a

Rewrite each sentence below by adding an appropriate non-restrictive clause. The parentheses at the beginning of the sentence will tell you whether to use commas, parentheses, or dashes.

1. We arrived at the carnival ready to have some fun. *(commas using "which")*

   _____

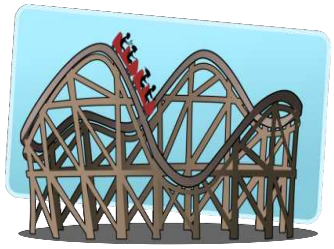
   _____

2. Makala insisted we ride Tornado before the line got too long. *(commas as an appositive)*

   _____

   _____

   _____



3. Sean decided not to go on Tornado. *(commas as an interrupter)*

   _____

   _____

Thank you for previewing

Common Core Based Language: Grade 6

Name: _____

Setting Off Non-Restrictive / Parenthetical Elements
Commas, Parentheses, and Dashes
Quiz

CCSS 6.L.2a

I. Directions: Use the phrases in the box to rewrite each sentence below. Add each phrase to the sentences by using commas, parentheses, or dashes.

including Caesar's close friend, Brutus / let the fighting begin! / March 15, 44 B.C.

1. The day Julius Caesar was assassinated was also the Ides of March, a Roman celebration.

_____

_____

2. Several Senators surrounded and murdered Caesar.

_____

_____

3. Caesar's death sparked a massive civil war in Rome.

_____

_____

Thank you for previewing

Common Core Based Language: Grade 6

Unit 2

Pronouns

Subjective, Objective, Possessive Case

Name: _____

Pronouns

Subjective, Objective, Possessive #1

CCSS 6.L.1

Nouns and pronouns perform different jobs within a sentence. The job they perform is called the "**case**." The three cases are:

Subjective Case: When the noun or pronoun acts as the subject. The **subject** is the "who" or "what" of the sentence.

Example: He is tall. "He" acts as the subject.

Objective Case: When the noun or pronoun acts as an object. The **object** receives action from a verb or is connected to a preposition.

Examples:

The ball hit the **fence**. "fence" is the object of the verb "hit."

Alec went with **him**. "him" acts as the object of the preposition "with."

Possessive Case: When the noun or pronoun shows ownership.

Example: This is his book. "his" shows the ownership of the book.

I. Write the subject, object, and possessive of each sentence below.

1. My dog ate my homework.

   Subject: _____ Object: _____ Possessive: _____ _____

2. She put her backpack on the table:

   Subject: _____ Object: _____ _____ Possessive: _____

3. The gum lost its flavor.

   Subject: _____ Object: _____ Possessive: _____

4. Our coach picked me as captain.

   Subject: _____ Object: _____ Possessive: _____

5. The teacher gave his student with the highest score an "A."

   Subject: _____ Object: _____ _____ Possessive: _____

Name: _____

Pronouns

Subjective, Objective, Possessive

#3

CCSS 6.L.1

Directions:

1. Circle the pronoun that is in the proper case.
2. Write "subjective", "objective", or "possessive" on the line to the left.
3. Explain to your partner why you chose each answer.
   A. Why did you choose each pronoun? (See Sentence Frame #1 below.)
   B. Why did you choose each case? (See Sentence Frame #2 below.)

Subjects	**Objects**
The **who** or **what** of the sentence	Receive the <u>action</u> from a **verb** or **preposition**

<u>Possessives</u>
Show ownership

Sentence Frames

1. _____ is a(n) _____ because _____ is the who? Or what? of the sentence.
   (me) (subject/**object**/possessive) (me) <u>receives the action from the verb/preposition</u>.
   shows ownership.
2. _____ is in the _____ case because a(n) _____ pronoun is needed.
   (**me**) (subjective / **objective** / possessive) (subject/**object**/possessive)

Case: Subjective, Objective, or Possessive

_____ 1. Susana is going to the party with (I , me).

_____ 2. (He , Him) will meet Francisco after school.

Thank you for previewing

Common Core Based Language: Grade 6

Name: _____

Pronouns
Subjective, Objective, Possessive
#5

CCSS 6.L.1

Warning: There are three situations where finding the subject may be difficult.

1. The subject looks like it's in a prepositional phrase.

Example: Each <u>of the boys</u> finished <u>his</u> report.

Note: In this sentence, the subject is "each". The word "boys" is the object of the preposition. Therefore, "his" needs to agree with "each". It might be helpful to note that the following words are used as **singular pronouns**: <u>neither</u> and <u>each</u>. Words used as **plural pronouns** are: <u>none</u> and <u>both</u>.

2. The subject looks like an object when used as a predicate nominative.

Example: <u>It</u> was <u>I</u> who broke the dish.
If <u>I</u> were <u>she</u>, I would study harder.

Note: Is, Are, Was, Were often act as linking verbs. When they link a pronoun back to a subject, the subjective case needs to be used.

Thank you for previewing
Common Core Based Language: Grade 6

Name: _____

Pronouns
Subjective, Objective, Possessive
#6
CCSS 6.L.1

Circle the correct answer. Write "subject," "object," or "possessive" on the line to the left. Explain to your partner why you chose each answer.

Why did you choose each pronoun? (See Sentence Frame #1 on Worksheet #3.)
Why did you choose each case? (See Sentence Frame #2 on Worksheet #3.)

Case: Subjective, Objective, or Possessive

_____ 1. With (who , whom) are you going to shop?

_____ 2. (She , Her) shared candy with the whole class.

_____ 3. (Whose , Who) dog is that running in the street?

_____ 4. Neither of the parents wants (her , their) children to miss the assembly.

_____ 5. Because my dad worked so hard, I gave (he , him) a back rub.

Thank you for previewing
Common Core Based Language: Grade 6

Unit ३

Number, Gender and Person

Fixing Vague Pronouns

Reflexive and Intensive

Name: _____

Pronouns
Number and Person
#1

CCSS 6.L.1

What is meant by pronoun "number" ?

Think of number as singular (one) and plural (more than one). Most pronouns refer back to a noun or nouns, which is called the "antecedent." The pronoun must match the noun(s) it is replacing in both number (singular or plural) and gender (male, female).

Thus: If the noun is **singular** / **female**, the pronoun must be **singular** / **female**.

Example: **Leila** bought a computer. **She** loves it.

Antecedent – singular/female **Pronoun** – singular / female

I. Practice: Circle the antecedent in each sentence. Fill in the blanks with a pronoun that matches the antecedent in number and gender. Next, write "singular" or "plural" and the gender "male" or "female." If there is no gender, write "None."

	Number / Gender
1. Alex is the captain. ___**He**___ led us to victory.	singular / male
2. Jack and Jill went up a hill. _**They**_ fetched some water.	plural / none
3. The students wrote a report. _____ turn it in tomorrow.	_____ / _____
4. Debbie is happy. _____ got an A on her assignment.	_____ / _____
5. Ian and I are friends. Mom took _____ picture.	_____ / _____
6. Amy gave _____ sticker to Brian.	_____ / _____
7. Todd said that the book is _____.	_____ / _____
8. Tina and Ray both said that the book is _____.	_____ / _____
9. The teacher saved the book and gave _____ to the principal.	_____ / _____
10. Victoria and I waited in line. _____ finally got the tickets.	_____ / _____

Vague Pronouns

Name: _____

CCSS 6.L.1

Remember, pronouns often refer back to a noun or nouns, the antecedent(s). Sometimes, a writer will mention more than one noun, then use a pronoun that refers to only one of the nouns. This can create confusion. Look at the example below:

Tina and Kaylee went shopping. She bought a lovely dress.

Who bought the dress, Tina or Kaylee? What noun is the antecedent of "she"? As writers, we need to watch out for these vague pronouns.

Directions: For each pair of sentences below, put an X on the line next to the sentence that uses the pronoun correctly. For the one that is incorrect, circle the mistake. Finally, write a sentence explaining what is wrong with it. Use the sentence frames for your explanation.

Sentence Frames

A. _____ is / are the antecedent(s) so a _____ (singular / plural) pronoun is needed.

B. It is unclear whether the antecedent is _____ or _____.

1.

_____ A. Jay and Charlie asked Bobby to help, and they said "yes."

_____ B. Jay and Charlie asked Bobby to help, and he said "yes."

Explain: _____

_____

Note: For the sentences below, "each" is the direct object of "told." This will make "each" the antecedent, not "boys".

2.

_____ A. The teacher told each of the boys to turn in his homework tomorrow.

_____ B. The teacher told each of the boys to turn in their homework tomorrow.

Explain: _____

_____

Name: _____

Vague Pronouns

CCSS 6.L.1

You know that a pronoun refers to a noun called the antecedent. There are times when certain pronouns point back to…nothing. Look at the following sentence:

Joel didn't do his homework. <u>It</u> frustrated his teacher.

What is the antecedent for "it"? Nothing. What is meant is: "The situation frustrated her."

Now look at the following sentence:

<u>They</u> say that you are what you eat.

Who is "they"? What is the antecedent? This can be rewritten many different ways. For example, it can be written, "Many people say that you are what you eat."

Directions: Circle the vague pronoun in each sentence. Next, rewrite the sentences by changing the vague pronoun to a specific subject. There may be many ways to rewrite each sentence.

1. When Breanna got straight A's, it made her parents proud.

   <u>Breanna's parents were proud when she got straight A's.</u>

2. Everyone thought it was crazy to play in the rain.

   _____

   _____

Thank you for previewing
Common Core Based Language: Grade 6

Name: _____

Intensive Pronouns
#1

CCSS 6.L.1
Unit 3

What is a <u>reflexive</u> pronoun?

Reflexive pronouns point back to the noun that was just written in the same clause. Typical reflexive pronouns are:

myself, yourself, himself, herself, themselves, yourselves, itself.

Example: The <u>student</u> gave <u>himself</u> a test before class.

In the example above, "himself" points back to the student that is in the same clause.

What is an <u>intensive</u> pronoun?

Intensive pronouns use reflexive pronouns to add emphasis to the subject of the sentence. It spotlights the subject by pointing the reader back to it a second time before going on with the sentence.

Example: The student **himself** designed and built the rocket.

In the example, the intensive pronoun "himself" highlights the fact that the student did all the work without any help.

How can you tell when a reflexive pronoun is also an intensive pronoun?

1. If a pronoun is just a reflexive pronoun, it is important to the meaning of the sentence. Look at the following sentence:

She gave <u>herself</u> a haircut.

If you take out "herself", you lose the meaning of the sentence.

2. Reflexive pronouns used as intensive pronouns can be taken out without hurting the meaning. The sentence just becomes less intense.

Mom <u>herself</u> gave the boys a haircut.

If you take "herself" out of the sentence, the meaning stays the same. The sentence is just less intense.

I. Directions: Circle the reflexive pronoun in each sentence below. Draw an arrow to the word it highlights. Finally, put an R on the line if it is just a reflexive pronoun and an I if it is an intensive pronoun.

1. You should know that I cleaned the kitchen myself. __I__

2. Brad sleeps in, but I myself like to get up early. _____

3. Don't bother with the broken window. Dad will fix it himself. _____
4. Bryan helped himself to some candy. _____
5. Alicia herself paid for the ticket. _____
6. Abel went to the store and bought himself some chips. _____
7. The party was for the students themselves and not the visitors. _____
8. Did Jeremy make the dinner himself? _____
9. Did Cindy wait by herself? _____
10. I myself feel like I'm the best person for the job. _____

Thank you for previewing

Common Core Based Language: Grade 6

Unit 4

Vary Sentence Patterns

Compound Sentences

Complex Sentences

Use of Other Comma Rules
in Sentence Structure

Name: _____

Compound Sentences 1

CCSS 6.L.3

Compound: Made from two or more parts.

Compound Sentences: Two simple sentences can be joined by a coordinate conjunction to form one compound sentence. The coordinate conjunctions are "and," "but," and "or." Be sure to put a comma before the conjunction.

Example:

S P S P

We went to the beach**,** <u>but</u> we couldn't stay long.

Directions: Use a coordinate conjunction (and, but, or) to turn the two simple sentences into a compound sentence.

1. Jose pitched a great game. We won by six points.

   _____

2. You need to wash my car tonight. I'll pay your brother to do it.

   _____

   _____

3. It was an exciting game. I couldn't see it.

   _____

4. I brought a pen and paper. The movie star signed an autograph.

   _____

   _____

5. The politician tried to explain. Some people started to scream.

   _____

   _____

6. We can wait in this line. We can get it tomorrow.

   _____

Name: _____

Complex Sentences 1

CCSS 6.L.3

A **complex sentence** is a sentence that has a dependent clause and a simple sentence (independent clause).

1. An independent clause = I learned about complex sentences…
2. A dependent clause = … while listening to the teacher.

Complex Sentence: I learned about complex sentences while listening to the teacher.

* Note: When beginning a sentence with a dependent clause, place a comma before the independent clause.

Example: While the children were swimming, Dad made hot dogs.

Directions: Use the dependent clause in parentheses to turn the simple sentences below into complex sentences. Place each clause at the beginning of the sentence followed by a comma.

1. Dependent Clause: (as the shoppers entered the store)

   Simple Sentence: The workers prepared for a busy day.

_____

_____

_____

Thank you for previewing
Common Core Based Language: Grade 6

Name: _____

Complex Sentences A

CCSS 6.L.3

Directions: Write a complex sentence for each subordinate conjunction below. Begin sentences #1-5 with the dependent clause and a comma. Begin sentences #6-10 with the independent clause.

Begin with Dependent Clause

1. as: _____

   _____

2. because: _____

   _____

3. before: _____

   _____

4. if: _____

   _____

Thank you for previewing
Common Core Based Language: Grade 6

Sentence Structure Journal Entries 1

Journal Entry #1

Write a paragraph using the pattern below. When finished, trade your paragraph with a neighbor. Score the paragraph on the writer's Journal Project worksheet.

Topic: A Trip in a Time Machine

Sentence #1 – Complex Sentence

Sentence #2 – Simple Sentence

Sentence #3 – Compound Sentence

Sentence #4 – Complex Sentence

Sentence #5 – Simple Sentence

Sentence #6 - Any closing sentence.

Example:

After completing my time machine, I knew exactly where and when my adventure would begin. I would go back to the time of the dinosaurs. The lights and sounds of the machine went wild, and I was standing in a field surrounded by raptors. After they chased me across the field, I found safety in a narrow cave. Coming here was a bad idea. I raced to my time machine and headed home.

Thank you for previewing
Common Core Based Language: Grade 6

Name: _____

Sentence Structure - Comma Rules

Introductory Word-Phrase / Direct Address #1

Rule #1 – Introductory Word / Phrase

Use a comma to set apart an introductory word or phrase from the rest of the sentence.

Examples: Yes, you may go to the dance after school.

Of course, go directly to your grandma's house when it's over.

Rule #2 – Direct Address

Use a comma, or commas, to set apart a sentence from the name being addressed.

Examples: John, there are tacos in the refrigerator for you.

There are tacos, John, in the refrigerator for you.

There are tacos in the refrigerator for you, John.

Directions: Place commas where they are needed. Next, write the name of the rule below each sentence.

1. Yes, I'm mad at you for chewing up my shoe, Rover.

Introductory Word **Direct Address**

2. Sorry I won't be able to meet you after school today Kim.

3. Of course we are going to take pictures before she leaves.

4. I haven't seen you Suzie in such a long time.

5. Hello you don't know me, but I'm your long-lost cousin.

6. Mrs. Carter I need to go to the bathroom.

7. Will you give the tape to Karen Jacqueline?

8. First of all the answers to the test come straight from your homework.

9. Secondly those of you who didn't do their homework need to do it tonight.

10. Of course if you all study really hard class you will all do well on the test.

Extension: Write five (5) introductory word or phrase sentences about members of your family.

Name: _____

Sentence Structure - Comma Rules
Adjectives / Quotations #1

Rule #3 – Adjectives

Use a comma to separate two or more descriptive adjectives in a row.

Examples:

The big, rubber ball bounced across the yard.

The shiny, blue balloon floated away.

Rule #4 – Quotations

Use a comma to separate a quote from who said it.

Examples:

" We're going to get ice cream after dinner," said Dad.

Dad said, " We're going to get ice cream after dinner. "

" We're going to get ice cream," said Dad, " after dinner. "

Directions: Place commas where they are needed. Next, write the name of the rule below each sentence. Finally, change each "said" to a better word.

announced

1. Mom said, " Everyone needs to get ready to go."

Quotations

Thank you for previewing
Common Core Based Language: Grade 6

Name: _____

Sentence Structure - Comma Rules
Interrupter / Appositives #1

Rule #5 - Interrupter

Use a comma to set apart a word or phrase that interrupts a sentence.

Examples:

My mom, however, thinks that we should walk to school together.

Whenever I get a chance, which isn't very often, I like to go fishing.

Rule #6 - Appositives

Like an interrupter, use a comma to set apart a word or phrase that explains the noun before or after it.

Examples:

Mr. Johnson, my coach, is having a party for us after the season.

My sister's friend, Derek, will meet us at the beach.

Directions: Place commas where they are needed. Next, write the name of the rule below each sentence.

1. If we work later, although nobody wants to, we can take the day off on Friday.
   Interrupter

Thank you for previewing
Common Core Based Language: Grade 6

Name: _____

Sentence Structure - Comma Rules
Words-Phrases in a List / Avoid Confusion
#1

Rule #7 – Words in a List or Phrases in a List

Use commas to separate words or phrases in a list.

Example:

I want pizza, ice cream, cake, and soda for my party. **Words in a List**

The cat went up the tree, across the branch, and onto the roof. **Phrases in a List**

Rule #8 – Avoid Confusion

Use a comma to help avoid confusion.

Example: While sewing the coat was ripped.

To avoid confusion: While sewing, the coat was ripped.

Directions: Place commas where they are needed. Next, write the name of the rule below each sentence.

1. We need some wood, nails, and a hammer to make our tree house.
   Words in a List
2. For my birthday I received a CD bike radio and cash.

Thank you for previewing
Common Core Based Language: Grade 6

Unit 5

Capitalization Rules

Capitalization
Instructions for the Teacher

Overview:

This unit is designed to allow students to practice the capitalization rules that are confusing to them. They will take a pretest and complete practice assignments that fit their trouble areas. Next, they will complete a final project that allows them to demonstrate their knowledge of capitalization rules within the context of writing.

Step #1 - Pretest

Give the pretest. Use the answer key to correct it.

Step #2 – Complete the Checklist

The checklist tells which questions correspond to each capitalization rule. If the students answer all the questions correctly, they have mastered that capitalization rule.

Step #3 – Review Capitalization Rules

Use the list of Do's and Don'ts to review the capitalization rules with the class. Have the class use the list to correct their tests. Make them write each incorrect answer and explain the rule that applies.

Step #4 – Complete Worksheets

Students complete the worksheets at their own pace. Students must get a perfect score on one worksheet before moving on to another. One way to make this easier for the teacher is to put several students in charge of correcting the worksheets. Correctors can be rotated each day to avoid overworking any student. The teacher will then be free to do mini-lessons with students who need it.

Step #5 – Posttest

When the worksheets are completed, the students can take the posttest. If all of the rules have been mastered, the student moves on to the final project. If all of the rules have not been mastered, the student reviews the test. They can redo a few worksheets or complete supplemental materials. This process continues until all rules are mastered. *Note: The answers on the posttest follow the same pattern as the pretest. Therefore, the capitalization rules on the checklist match both the pretest and the posttest.

Step #6 – Final Project

The purpose of the final project is for the student to practice the capitalization rules in the context of writing. It is recommended that the students receive a week to practice the worksheets. At a time designated by the teacher, all students who have not completed the worksheets need to take the posttest. The checklist can be given to the parents, tutors, instructional aides, etc… to provide more practice if needed.

Name: _____

Capitalization Checklist

CCSS 6.L.2

Directions: Below is a record of the capitalization rules that you passed. If you did not answer all questions correctly for each capitalization rule, you will do the review worksheets. When finished, you will take the posttest. You will redo the worksheets and the posttest until you pass all capitalization rules.

Do Capitalize	Pass	Needs Work
1. Titles: First, Last, Important Words *Questions: #1 , #5 , #10*		
2. Calendar Items: Days / Months / Holidays *Questions: #2 , #6 , #11 , #16*		
3. Poetry: First Letter of Each Line *Questions: #19*		
4. Mom, Dad, Family Names, Career Titles *Questions: #4 , #12 , #14*		
5. Languages *Questions: #7 , #15 , #25*		
6. Religions *Questions: #9 , #17*		
7. Letters: First Word of Greeting and Closing *Questions: #40*		
8. Names of Businesses and Institutions *Questions: #20 , #21 , #26 , #30 , #33*		
9. Directions: Geographical Locations *Questions: #23 , #38*		
10. Proper Nouns: Miscellaneous *Questions: #24 , #27 , #36*		
Don't Capitalize		
1. Seasons *Questions: #3 , #13*		
2. School Subjects *Questions: #8 , #18 , #28*		
3. Diseases *Questions: #22 , #29 , #32*		
4. Directions: Traveling *Questions: #31 , #35*		
5. Company-Yes, Products-No *Questions: #34 , #37 , #39*		

Capitalization Pretest

Name: _____

Directions: Rewrite each word or words with the proper capitalization.

Example: JOHN - **John** BOY- **boy**

1. STAR WARS (Title) - _____
2. TUESDAY - _____
3. SUMMER - _____
4. UNCLE BOB - _____
5. THE BEST IN THE WEST (Title) - _____
6. MONTH - _____
7. FRENCH - _____
8. MATH - _____
9. CHRISTIANITY - _____
10. PLEDGE OF ALLEGIANCE - _____
21. RED CROSS - _____
22. POLIO - _____
23. MIDDLE EAST - _____
24. COLORADO RIVER - _____
25. GERMAN - _____
26. MCDONALD'S - _____
27. CHESS - _____
28. HISTORY - _____
29. INFLUENZA - _____
30. CERRITOS COLLEGE - _____
31. WEST - _____

Thank you for previewing

Common Core Based Language: Grade 6

Capitalization Rules

CCSS 6.L.2

Some of the rules for capitalization can be a little tricky.
Here is a list of some of the do's and don'ts of capitalization.

Do Capitalize:

1) First, Last, and Important Words in a Title

   Examples: "**S**inging in the **R**ain"
   The **W**ritings of the **S**enators from the **T**wentieth **C**entury

   Warning: 1. Capitalize all verbs. 2. Capitalize prepositions of five letters or more.
   Example: **T**raitors **A**re **W**ithin **T**hese **W**alls

2) Days of the Week, Months, Holidays, and Special Days

   Examples: **M**onday, **A**pril, **M**emorial **D**ay, **M**ay **D**ay, **N**ew **Y**ear's **E**ve

3) The first letter of the first word in most lines of poetry

   Examples: **T**he sun sank over the tropical horizon,
   Signaling to everyone that the end was near.

4) Mom, Dad, and other titles that can be replaced with the person's name.

   Examples: Give **M**om the money. = Give Kim the money.
   Give **G**randpa the money. = Give Bob the money.
   Give **A**unt **C**arol the money.

Thank you for previewing
Common Core Based Language: Grade 6

Capitalization Rules

CCSS 6.L.2

Don't Capitalize:

1) **Seasons**

   Examples: summer, winter, spring, autumn, fall

2) **School subjects** unless they are course titles or names of languages.

   Examples: math / **M**ath 101, science / **E**nglish, history / **A**merican history

3) **Diseases**

   Examples: chicken pox, polio, cancer, yellow fever

   Warning:

   Some diseases are named after people. Be sure to capitalize the name only.

   Examples: **A**lzheimer's disease, **C**rohn's disease

Thank you for previewing

Common Core Based Language: Grade 6

Name _____

Capitalization 1

CCSS 6.L.2

I. Proper Nouns

Directions: Rewrite the words below. Be sure to capitalize words when needed.

Examples: JOHN - John BOY - boy

1. WEDNESDAY – _____
2. SOCIAL STUDIES – _____
3. ITALIAN – _____
4. BUDDHISM – _____
5. BIOLOGY 101 – _____
6. SUMMER – _____
7. COLLEGE PARK – _____
11. WEST – _____
12. SATURDAY – _____
13. MATH – _____
14. CHINESE FOOD – _____
15. CHRISTIANITY – _____
16. MIDWEST – _____
17. LEVI PANTS – _____

Thank you for previewing
Common Core Based Language: Grade 6

Capitalization 3

CCSS 6.L.2

Name: _____

Thank you for previewing *Common Core Based Language: Grade 6*

II. Miscellaneous Capitalization

Directions: Circle the words that should be capitalized. Write the capital letter below the circle.

Example:

The salvation army is a christian organization that helped give medicine to children with chicken pox.

S A C

⇧ NO ⇧

1. For my brother's birthday, I wrote him these poems:

on top of spaghetti, all covered with cheese, I lost my poor meatball, when somebody	one, two, three, she hit me on my knee. three, two, one, I flicked her hair my gum.	up the alley, down the sewer, we don't like kids, who step in manure.

2. When winter arrives the red cross will ask people to help flood victims in the south.
3. He will race his ford race car at the indianapolis speedway against my uncle.
4. I gave aunt shirley the catalogue for microsoft, a company in the northwest.
5. The teacher had us read art for dummies for western civilization 101.
6. My grandma said, "the leaves in the northeast are just beautiful in the fall."

Unit 6

Vocabulary Acquisition

Context Clues

Greek & Latin Roots

Figurative Language

Shades of Meaning

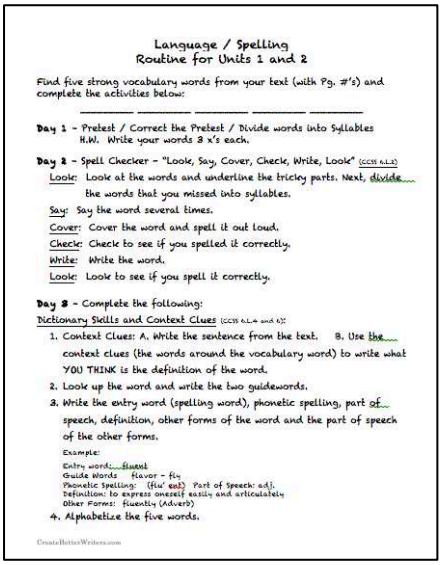
For the Teacher:
Vocabulary Acquisition

One way to teach these lessons is to establish a daily routine. For example, you might begin each morning with a "Language Routine". Some teachers refer to this as a "Smart Start". During this time, students will practice multiple CCSS on a variety of topics that match their interest and ability level.

During this Smart Start time, the teacher can teach any of the grammar lessons required by the CCSS. When finished, the students can continue their Smart Start by doing an activity from this section. The four routines in this section are designed to help the students spend one quarter of the year working on specific skills from the CCSS Language standards. Once the routines from these sections are taught and the students are familiar with the activities, the teacher is free to spend the "Smart Start" time helping struggling students while the others have a powerful activity they can work on independently.

Language Routine for Units 1 and 2

Context Clues: Summary



Language / Spelling
Routine for Units 1 and 2

Find five strong vocabulary words from your text (with Pg. #'s) and complete the activities below:

_____ _____ _____ _____ _____

Day 1 – Pretest / Correct the Pretest / Divide words into Syllables
H.W. Write your words 3 x's each.

Day 2 – Spell Checker – "Look, Say, Cover, Check, Write, Look" (CCSS 4.L.2)
Look: Look at the words and underline the tricky parts. Next, divide the words that you missed into syllables.
Say: Say the word several times.
Cover: Cover the word and spell it out loud.
Check: Check to see if you spelled it correctly.
Write: Write the word.
Look: Look to see if you spell it correctly.

Day 3 – Complete the following:
Dictionary Skills and Context Clues (CCSS 4.L.4 and 6):
1. Context Clues: A. Write the sentence from the text. B. Use the context clues (the words around the vocabulary word) to write what YOU THINK is the definition of the word.
2. Look up the word and write the two guidewords.
3. Write the entry word (spelling word), phonetic spelling, part of speech, definition, other forms of the word and the part of speech of the other forms.
Example:
Entry word: fluent
Guide Words flavor – fly
Phonetic Spelling: (flu' ent) Part of Speech: adj.
Definition: to express oneself easily and articulately
Other Forms: fluently (Adverb)
4. Alphabetize the five words.

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While the main purpose of this unit is to help students practice finding the meaning of words using context clues, several other CCSS Language skills are incorporated. Since Common Core expects students to use both Literature (Unit 1) and Informational Text (Unit 2), the students will practice context clues with each. Here is a review of the routine for Units 1 and 2:

Day 1: There are several options for the teacher to decide how the students will select their five words for the week.

1. The students can use their independent reading books to find five strong words.
2. The teacher can select five from a reading unit being studied in class.
3. In groups, each student can be in charge of finding one word. The students can share their words with the group.

For the Pretest, again, there are many ways the teacher can approach the task. She can give twenty words and select the five words for the worksheet. If the students selected their own words, the students can give each other the pretest. Choose a process that fits what you are doing in the class.

Day 2: Spell Checker: This is a routine that helps students study for spelling tests. The students begin by dividing the word into syllables and looking for any tricky parts to the word. Next, they will say the word while staring at the tricky parts. This will help the

visual and auditory learners. They will then cover the word and spell the word out loud. When they spell it out loud, they should spell in syllables. Finally, they will check to see if they are correct and practice writing the word. If the students struggle with any of these steps, they can start the routine over again.

Day 3: When you begin this routine with the students, be sure to use the worksheet for Day 3 Paper Set-up. This will help the students keep track of their assignments. The students will use context clues from the book to guess the definition of each word. They will look up the words, practice finding guidewords, write the real definition of the word, find the part of speech, and find other forms of the word. Often, the students will want to use the Internet to find the definitions. There are times when the teacher has the option to skip the guideword section and allow the students to find the definitions on the Internet.

Day 4: The Student-Teacher Game: This is basically a practice test. One student will be the teacher and give his partner, the student, a practice test. If the teacher is using five words from a larger spelling list, the students can use The Student-Teacher Game for the entire list. Otherwise, the students can just test each other on the five words.

Day 5: The students have a list of activities to turn in on their worksheet. There is also a rubric. Student or parent helpers can use this rubric to help the teacher score the work.

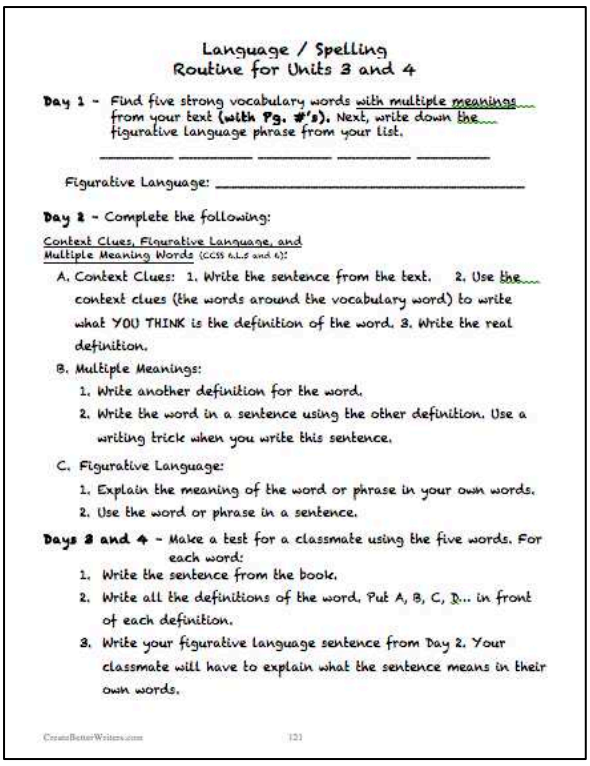
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Common Core Based Language: Grade 6

Language Routine for Units 3 and 4

Multiple Meaning: Summary

Here is a review of the routine for Units 3 (Literature) and 4 (Informational Text):



Language / Spelling
Routine for Units 3 and 4

Day 1 - Find five strong vocabulary words with multiple meanings from your text **(with Pg. #'s)**. Next, write down the figurative language phrase from your list.

_____ _____ _____ _____ _____

Figurative Language: _____

Day 2 - Complete the following:

Context Clues, Figurative Language, and Multiple Meaning Words (CCSS R.L.5 and 6):

A. Context Clues: 1. Write the sentence from the text. 2. Use the context clues (the words around the vocabulary word) to write what YOU THINK is the definition of the word. 3. Write the real definition.

B. Multiple Meanings:
1. Write another definition for the word.
2. Write the word in a sentence using the other definition. Use a writing trick when you write this sentence.

C. Figurative Language:
1. Explain the meaning of the word or phrase in your own words.
2. Use the word or phrase in a sentence.

Days 3 and 4 - Make a test for a classmate using the five words. For each word:
1. Write the sentence from the book.
2. Write all the definitions of the word. Put A, B, C, D... in front of each definition.
3. Write your figurative language sentence from Day 2. Your classmate will have to explain what the sentence means in their own words.

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Day 1: The teacher can use the same techniques for selecting the five words as the routine for Units 1 and 2. For the figurative language, give the students the list of phrases. They can select one per week to complete the activities.

Day 2: Begin teaching the procedure for these units by giving the students the worksheet to help keep track of the activities. With these units, the students will continue practicing the context clues that they learned in Units 1 and 2. Next, the students will write other definitions for the word along with sentences using "writing tricks." Writing Trick is a term used to represent the variety of sentence structures the students learned in another unit in this book. Examples of writing tricks would be: Quotations, Adjectives, Interrupters, Appositives, Compound Sentences, and Complex Sentences. Basically, any intelligently written sentence can be considered a writing trick. Finally, the students will practice using the figurative language term of the week.

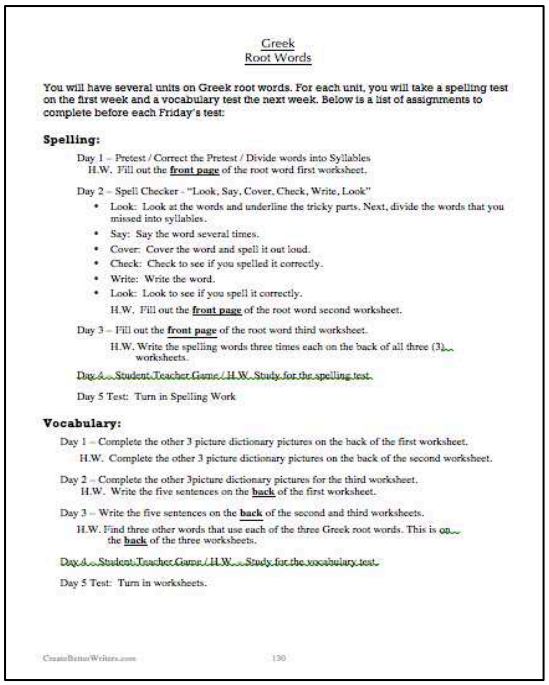
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Common Core Based Language: Grade 6

Greek and Latin Roots

I. Weekly Routine: There are three units that include 9 Greek Roots and 45 words. Many of the activities are similar to the work they've done earlier in this section. The Picture Dictionary in this section is a little different than what they've done before. In this case, they will do the following :

1. The students draw a picture that sounds like the word. For example, if the word is "graph," the students can draw a line graph.
2. For the second part of the picture, the student adds the definition of the word to the picture. Since graph means "to write or draw", the students can add a pencil to the line graph to represent "to write or draw". The study picture is a great way to help students memorize many definitions quickly.



Greek
Root Words

You will have several units on Greek root words. For each unit, you will take a spelling test on the first week and a vocabulary test the next week. Below is a list of assignments to complete before each Friday's test:

Spelling:

Day 1 – Pretest / Correct the Pretest / Divide words into Syllables
H.W. Fill out the **front page** of the root word first worksheet.

Day 2 – Spell Checker - "Look, Say, Cover, Check, Write, Look"

- Look: Look at the words and underline the tricky parts. Next, divide the words that you missed into syllables.
- Say: Say the word several times.
- Cover: Cover the word and spell it out loud.
- Check: Check to see if you spelled it correctly.
- Write: Write the word.
- Look: Look to see if you spell it correctly.

H.W. Fill out the **front page** of the root word second worksheet.

Day 3 – Fill out the **front page** of the root word third worksheet.
H.W. Write the spelling words three times each on the back of all three (3) worksheets.

Day 4 – Student Teacher Game / H.W. Study for the spelling test.

Day 5 Test: Turn in Spelling Work

Vocabulary:

Day 1 – Complete the other 3 picture dictionary pictures on the back of the first worksheet.
H.W. Complete the other 3 picture dictionary pictures on the back of the second worksheet.

Day 2 – Complete the other 3picture dictionary pictures for the third worksheet.
H.W. Write the five sentences on the **back** of the first worksheet.

Day 3 – Write the five sentences on the **back** of the second and third worksheets.
H.W. Find three other words that use each of the three Greek root words. This is on the **back** of the three worksheets.

Day 4 – Student Teacher Game / H.W. – Study for the vocabulary test.

Day 5 Test: Turn in worksheets.

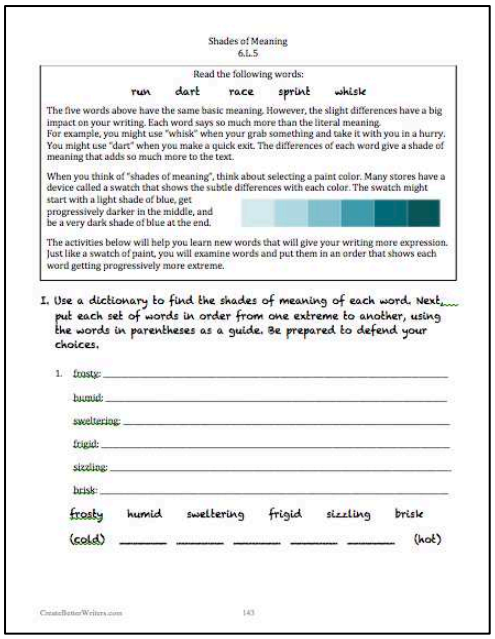
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II. Greek and Latin Roots Practice: These worksheets give the students a chance to practice using prefixes and suffixes to find the definition to unknown words. Many of these worksheets will take several days to complete. A single page is not meant to be done in a day. It is recommended that the students be given a set amount of time to complete these worksheets each day.

Vocabulary: Shades of Meaning

These are fun activities that build vocabulary while helping students develop critical thinking skills. In these activities, the students will be given three words that mean something extreme (cold) and three words that mean the opposite extreme (hot). They need to put the list in order from one extreme to the other. For example, the students need to decide which of the cold words is the coldest: frosty, frigid, or brisk.

Often, the students will debate which is more extreme, frosty or frigid. Encourage the debate by having the students work in groups. Each group can present their order and explain their decisions. Next, give the other groups a chance to offer a counter argument to the order. This debate offers a great opportunity for critical thinking, hits other CCSS standards, and helps reinforce the vocabulary words being studied.



Shades of Meaning
6.L.5

Read the following words:

run dart race sprint whisk

The five words above have the same basic meaning. However, the slight differences have a big impact on your writing. Each word says so much more than the literal meaning.
For example, you might use "whisk" when your grab something and take it with you in a hurry. You might use "dart" when you make a quick exit. The differences of each word give a shade of meaning that adds so much more to the text.

When you think of "shades of meaning", think about selecting a paint color. Many stores have a device called a swatch that shows the subtle differences with each color. The swatch might start with a light shade of blue, get progressively darker in the middle, and be a very dark shade of blue at the end.

The activities below will help you learn new words that will give your writing more expression. Just like a swatch of paint, you will examine words and put them in an order that shows each word getting progressively more extreme.

I. Use a dictionary to find the shades of meaning of each word. Next, put each set of words in order from one extreme to another, using the words in parentheses as a guide. Be prepared to defend your choices.

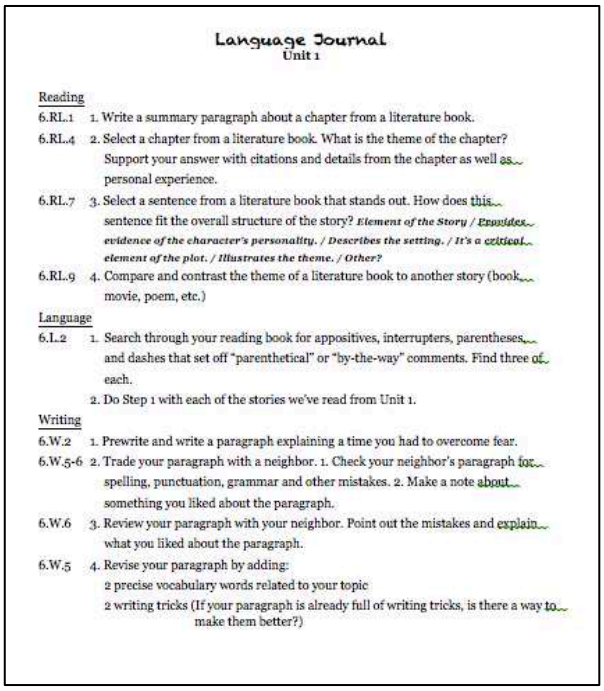
1. frosty: _____
humid: _____
sweltering: _____
frigid: _____
sizzling: _____
brisk: _____

frosty humid sweltering frigid sizzling brisk
(cold) _____ _____ _____ _____ _____ (hot)

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Language Journal

At the end of each quarter, use these projects to give the students a chance to practice many of the Language Arts Common Core State Standards, not just the language standards. Some of the activities will require some explanation. However, most of the activities should be a review of work that they've already done earlier in the year. If you've done most of the activities in this book, the students will recognize most of the assignments. In some cases, there are additional projects that may need greater explanation. Here are some of the projects that you may not have seen within this book:



Language Journal
Unit 1

Reading
6.RL.1 1. Write a summary paragraph about a chapter from a literature book.
6.RL.4 2. Select a chapter from a literature book. What is the theme of the chapter? Support your answer with citations and details from the chapter as well as personal experience.
6.RL.7 3. Select a sentence from a literature book that stands out. How does this sentence fit the overall structure of the story? *Element of the Story / Provides evidence of the character's personality. / Describes the setting. / It's a critical element of the plot. / Illustrates the theme. / Other?*
6.RL.9 4. Compare and contrast the theme of a literature book to another story (book, movie, poem, etc.)

Language
6.L.2 1. Search through your reading book for appositives, interrupters, parentheses, and dashes that set off "parenthetical" or "by-the-way" comments. Find three of each.
2. Do Step 1 with each of the stories we've read from Unit 1.

Writing
6.W.2 1. Prewrite and write a paragraph explaining a time you had to overcome fear.
6.W.5-6 2. Trade your paragraph with a neighbor. 1. Check your neighbor's paragraph for spelling, punctuation, grammar and other mistakes. 2. Make a note about something you liked about the paragraph.
6.W.6 3. Review your paragraph with your neighbor. Point out the mistakes and explain what you liked about the paragraph.
6.W.5 4. Revise your paragraph by adding:
2 precise vocabulary words related to your topic
2 writing tricks (If your paragraph is already full of writing tricks, is there a way to make them better?)

1. **Forced Friends**: Students need to select two words that are completely unrelated and write them in a sentence that makes sense. In this way, the two words are forced to be "friends" and work together to form a rational sentence. For example, the student might choose the words "chime" and "thud". Their sentence can be "After the chime of the bells, there was a thud against the roof." This is an excellent activity to force the students to think about the meaning of the words before writing their sentences.
2. **Select a chapter from a literature / informational book**: One of the ideas of Common Core is to have the students use their text as the basis of their learning. Whether it is reading comprehension or grammar, the text should be incorporated as much as possible. When these journal assignments ask the students to complete a task by using a literature or informational text, the students are free to use any book at their disposal. For literature books, the students can use the text that you are reading together in class, or they can use their independent reading books. The same goes for informational text. When the teacher gives one of these four journal assignments that call for informational text, she can use her library time to have the students select informational texts they can use for this activity.
3. **Show-Not-Tell and Writing Tricks**: At the end of this section is a list of show-not-tell words and a list of writing tricks. Have the students use these worksheets as a reference for the journal activities. You can find extended lessons on writing tricks at CreateBetterWriters.com. However, if you have not used writing tricks during the year, go over each of the sentences with the students and show they why each sentence is unique. For example, the Adjectives Writing Trick is special because the student practice listing several adjectives before the noun. Practicing this as a "trick" helps students remember to use these kinds of sentences within their normal writing.

4. **Paragraphs and Five-Paragraph Essays**: Again, these are skills the students should have learned over the coarse of the school year. If the students cannot do these independently, this is a good opportunity to work with small groups while the other students complete other journal activities. For detailed lesson plans that help students write paragraphs and essays independently, go to CreateBetterWriters.com.
5. **Literary Terms**: In Unit 3, the students are asked to write stories and practice the literary terms: attention getter, symbolism, foreshadowing, and red herring. You might consider doing a lesson on these terms by going over examples of these in literature. This journal activity gives them a chance to practice these terms in a low stress setting.

Thank you for previewing

Common Core Based Language: Grade 6

Language / Spelling
Routine for Units 1 and 2

Find five strong vocabulary words from your text (with Pg. #'s) and complete the activities below:

_____ _____ _____ _____ _____

Day 1 - Pretest / Correct the Pretest / Divide words into Syllables
H.W. Write your words 3 x's each.

Day 2 - Spell Checker - "Look, Say, Cover, Check, Write, Look" (CCSS 6.L.2)

Look: Look at the words and underline the tricky parts. Next, divide the words that you missed into syllables.

Say: Say the word several times.

Cover: Cover the word and spell it out loud.

Check: Check to see if you spelled it correctly.

Write: Write the word.

Look: Look to see if you spell it correctly.

Day 3 - Complete the following:

Dictionary Skills and Context Clues (CCSS 6.L.4 and 6):

1. Context Clues: A. Write the sentence from the text. B. Use the context clues (the words around the vocabulary word) to write what YOU THINK is the definition of the word.

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Common Core Based Language: Grade 6

Day 3
Paper Set-Up for Units 1 and 2
(CCSS 6.L.4):

A. Vocabulary: Context Clues

1. Vocabulary Word: _____

   Sentence from text: _____

   Definition in Context: _____

   Entry Word: _____ Guide Words: _____ - _____

   Phonetic Spelling: _____ Part of Speech: _____

   Definition: _____

   Based on YOUR definition in context, how close were you to getting the definition correct? 1 2 3 4 5

   Other forms / Part of Speech: _____

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Common Core Based Language: Grade 6

Name: _____

Vocabulary from Literature
Context Clues

CCSS L.6.4d

Directions: Find strong vocabulary words from your text. Write the 4 words before the word, the vocabulary word itself, and the 4 words after the word. Next, write what YOU THINK is the definition of the word. Finally, write the dictionary definition and a synonym.

1. _____ - Sentence from Book: _____

_____

Definition in Context: _____

Dictionary Definition: _____

Synonym: _____

Thank you for previewing
Common Core Based Language: Grade 6

Language / Spelling
Routine for Units 3 and 4

Day 1 - Find five strong vocabulary words <u>with multiple meanings</u> from your text **(with Pg. #'s).** Next, write down the figurative language phrase from your list.

_____ _____ _____ _____ _____

Figurative Language: _____

Day 2 - Complete the following:

<u>Context Clues, Figurative Language, and Multiple Meaning Words</u> (CCSS 6.L.5 and 6):

A. Context Clues: 1. Write the sentence from the text. 2. Use the context clues (the words around the vocabulary word) to write what YOU THINK is the definition of the word. 3. Write the real definition.

B. Multiple Meanings:
   1. Write another definition for the word.
   2. Write the word in a sentence using the other definition. Use a writing trick when you write this sentence.

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Common Core Based Language: Grade 6

Paper Set-Up for Units 3 and 4
(CCSS 6.L.5):

Day 1

1. _____(Pg. #)_____
2. _____(Pg. #)_____
3. _____(Pg. #)_____
4. _____(Pg. #)_____
5. _____(Pg. #)_____

Figurative Language: _____

Day 2 - Context Clues
Sentence (and page #) from the Book

1. _____
2. _____
3. _____
4. _____
5. _____

Thank you for previewing
Common Core Based Language: Grade 6

Figurative Language

_____ Week 1 - **At the end of your rope** – Not able to take it anymore. "I'm at the end of my rope with all your complaining."

_____ Week 2 - **Beyond the pale** – unacceptable; intolerable. "My friend and I have fought before, but what she said to me was beyond the pale."

_____ Week 3 - **Eat your words** – to have to take back what you said. "Everyone who said I was going to lose had to eat their words after the game."

_____ Week 4 - **Blind leading the blind** – When a leader is as lost as his followers. "Bill has never sailed before so putting him in charge would be the blind leading the blind."

_____ Week 5 - **Fix your wagon** – To get even with someone. "'When I get off restriction, I'll fix your wagon,' said Ralph.

Thank you for previewing
Common Core Based Language: Grade 6

Greek
Root Words

You will have several units on Greek root words. For each unit (labeled "Week 1", "Week 2" and so on) you will take a spelling test on the first week and a vocabulary test the next week. Below is a list of assignments to complete before each Friday's test:

Spelling:

Day 1 – Pretest / Correct the Pretest / Find the definitions of the 15 words associated with the 3 Root Words.

H.W. Fill out the **front page** of the first root word worksheet.

Day 2 – Spell Checker - "Look, Say, Cover, Check, Write, Look"

- Look: Look at the words and underline the tricky parts. Next, divide the words that you missed into syllables.
- Say: Say the word several times.
- Cover: Cover the word and spell it out loud.
- Check: Check to see if you spelled it correctly.
- Write: Write the word.
- Look: Look to see if you spell it correctly.

H.W. Fill out the **front page** of the second root word worksheet.

Day 3 – Fill out the **front page** of the third root word worksheet.

H.W. Write the spelling words three times each on the back of all three (3) worksheets.

Thank you for previewing
Common Core Based Language: Grade 6

Week 1

Directions: Each root word below has five words associated with it. Use the definition of each of the root word to figure out the meaning of its five words. Write the word next to the definition. When finished, use a dictionary to check your answers.

Root Word 1 – **graph** (G) Definition: To write or draw

5 Words: choreograph, graphite, graphic, calligraphy, graphology

Root Word 2 – **tele** (G) Definition: far away; distant

5 Words: telepathy, television, telescope, teleport, telekinesis

Root Word 3 – **bios** (G) Definitions: Bios = life

5 Words: biology, antibiotic, biography, biopsy, biogenesis

Definition Bank

* a device that helps far away objects appear larger _____
* fancy, highly decorative writing _____
* device that allows viewing of far away objects at another location _____
* to communicate through the mind _____

Thank you for previewing
Common Core Based Language: Grade 6

Name: _____

Unit 1 Test
Greek Root Words: graph, tele, bios

Directions: Match the definitions on the right with the words on the left.

_____ 1. graph

_____ 2. biology

_____ 3. choreograph

_____ 4. telescope

_____ 5. tele

_____ 6. biogenesis

A. a device that helps far away objects appear larger.

B. fancy, highly decorative writing

C. devise that allows viewing of far away objects at another location.

D. to communicate through the mind

E. far away; distant

F. medicine that kills tiny living organisms in the body.

Thank you for previewing
Common Core Based Language: Grade 6

Greek and Latin
Prefixes and Suffixes

6.L.4

Prefixes change the meaning of a word.

Example:

Add "un" to happy. Now you have changed the entire meaning of "happy" to the opposite meaning of "unhappy".

Suffixes change the part of speech of a word.

Example:

If you add the suffix "ist" to the verb "type", you now have the noun "typist," or a person who types.

Greek Prefixes

a- , an- = without, not
anti-, ant- = opposite or opposing
auto- = self, same
neo- = new
para- = beside

Latin Prefixes

a- = on
co- = together
con- = with, jointly
ir- = not
sub = under, below

Greek Suffixes

-ism – (noun) the act, theory, or state of ____
-ist – (noun) person who _____
-ize – (verb) the act of _____
-oid – (noun) like a _____, shape of a _____
-ive – (noun) quality of

Latin Suffixes

-al = (adjective) related to
-ling = (noun) younger
-icle = (noun) small
-ory = (noun) relating to
-fy = (verb) to make

I. Directions: Above is a list of Greek and Latin prefixes and suffixes. Break apart the words on the following page by doing the following:

1. Write the prefix or suffix, and tell whether it is Greek or Latin.
2. What is the meaning of the prefix?
3. What does the base word mean?
1. What is the definition of the word?
2. Write the word in a sentence. Use the sample from the dictionary if needed.

Example:
Atypical
Prefix / Suffix – a, Greek – without, not
Base – typical – common
Definition - Not common
Sentence: That outburst was atypical of Andrew's behavior.

I. (Continued) *Note: For the words that have both a prefixes and suffixes, write the definitions of the prefixes and suffixes, but only do the rest of the tasks once.

1. atypical
2. apolitical
3. autocorrect
4. antibacterial
5. criticism
6. duckling
7. antisocial
8. neoclassic
9. columnist
10. neutralize
11. ashore
12. coauthor
13. paramedic
14. irreplaceable
15. seasonal
16. autoimmune
17. laboratory
18. personalize
19. repulsive
20. particle
21. conform
22. icicle
23. subatomic
24. armory
25. humanoid
26. paralegal
27. purify
28. conjoin
29. asymmetry
30. subplot

Thank you for previewing
Common Core Based Language: Grade 6

Shades of Meaning

6.L.5

Read the following words:

run dart race sprint whisk

The five words above have the same basic meaning. However, the slight differences have a big impact on your writing. Each word says so much more than the literal meaning.

For example, you might use "whisk" when you grab something and take it with you in a hurry. You might use "dart" when you make a quick exit. The differences of each word give a shade of meaning that adds so much more to the text.

When you think of "shades of meaning," think about selecting a paint color. Many stores have a card called a swatch that shows the subtle differences with each color. The swatch might start with a light shade of blue, get progressively darker in the middle, and be a very dark shade of blue at the end.



The activities below will help you learn new words that will give your writing more expression. Just like a swatch of paint, you will examine words and put them in an order that shows each word getting progressively more extreme.

I. Use a dictionary to find the shades of meaning of each word. Next, put each set of words in order from one extreme to another, using the words in parentheses as a guide. Be prepared to defend your choices.

1. frosty: _____

   humid: _____

   sweltering: _____

   frigid: _____

   sizzling: _____

   brisk: _____

frosty humid sweltering frigid sizzling brisk

(cold) _____ _____ _____ _____ _____ _____ (hot)

2. lanky: _____

soaring: _____

petite: _____

wee: _____

towering: _____

squat: _____

lanky soaring petite wee towering squat

(short) _____ _____ _____ _____ _____ _____ (tall)

Thank you for previewing

Common Core Based Language: Grade 6

Thank you for previewing *Common Core Based Language: Grade 6*

I. For each set of words in Part I, make a picture that represents each word. Write each of the words at the top of the box and draw the picture below.

1. Cold ----- Hot

frigid	frosty	brisk

humid	sizzling	sweltering

III. Write a short story for each set of words. Use each of the words in your story.

_____ 1. Hot – Cold: frosty, humid, sweltering, frigid, sizzling, brisk

_____ 2. Short – Tall: lanky, soaring, petite, wee, towering, squat

_____ 3. Walk – Run: march, dart, race, jaunt, dash, stroll

_____ 4. Quiet – Loud: blaring, hushed, thunderous, muted, subdued, deafening

_____ 5. Soft – Hard: cottony, cushiony, tender, firm, solid, tough

_____ 6. Old – New: ancient, fresh, archaic, raw, aged, recent

IV. Create your own "Shades of Meaning" list. Use the set of words below to find six words that lead from one extreme to the other.

1. Rough and Smooth

_____ _____ _____ _____ _____ _____

2. Boring and Exciting

_____ _____ _____ _____ _____ _____

3. Skinny and Fat

_____ _____ _____ _____ _____ _____

Thank you for previewing
Common Core Based Language: Grade 6

Language Journal
Unit 1

Reading

6.RL.1 1. Write a summary paragraph about a chapter from a literature book.

6.RL.4 2. Select a chapter from a literature book. What is the theme of the chapter? Support your answer with citations and details from the chapter as well as personal experience.

6.RL.7 3. Select a sentence from a literature book that stands out. How does this sentence fit the overall structure of the story? ***Element of the Story / Provides evidence of the character's personality. / Describes the setting. / It's a critical element of the plot. / Illustrates the theme. / Other?***

6.RL.9 4. Compare and contrast the theme of a literature book to another story (book, movie, poem, etc.)

Language

6.L.2 1. Search through your reading book for appositives, interrupters, parentheses, and dashes that set off "parenthetical" or "by-the-way" comments. Find three of each.

2. Do Step 1 with each of the stories we've read from Unit 1.

Thank you for previewing
Common Core Based Language: Grade 6

Language Journal
Unit 2

Reading

6.RI.2 1. Write a summary paragraph about a chapter from an informational text book.

6.RI.2 2. Select a chapter from a literature book. What is the theme of the chapter. Support your answer with citations and details from the chapter as well as personal experience.

6.RI.5 3. Select a sentence from a literature book that stands out. How does this sentence fit the overall structure of the text? ***Explains how to do something / Gives important information about the topic / Gives background information / Other?***

6.RI.8 4. Write a one-paragraph argument regarding the topic of your informational text book. Support your argument with details from the text. ***Ex. Why surfing is great exercise. / Why soccer is the best sport.***

Language

6.L.2 1. Search through a literature book for subjective, objective, and possessive pronouns. Find five of each.

2. Do Step 1 with each of the stories we've read from Unit 1.

Thank you for previewing
Common Core Based Language: Grade 6

Movement Words

Fast

hurry
run
scamper
skip
scramble
dart
spring
spin
sprint
stride
streak
propel
trot
gallop
drive
dash
bolt
careen
rush
race
zoom
zip
ram
speed



chase
hurl
swat
flick
whisk
rip

shove
swerve
smash
drop
plummet
bounce
dive
swoop
plunge
swing
fly
sail



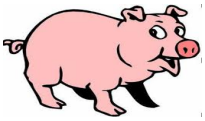
Slow

creep
crawl
plod
slouch
lumber
tiptoe
bend
amble
saunter
loiter
stray
slink
stalk
edge
sneak
stagger
lope
canter

waddle
drag
sway
soar
lift
drift
droop
heave

Shapes

flat
round
domed
curved
wavy
globular
scalloped
ruffled
frilled
crimped
crinkled
flared
oval
conical
cylindrical
tubular
hollow
rotund
chubby



portly
fat
swollen

lumpy
clustered
padded
tufted
top-heavy
pendulous
jutting
irregular
proportioned angular
triangular rectangular
hexagonal
octagonal
square
pyramidal



tapering
branching
twiggy
split
broken
spindly
skinny
thin
wiry
shapely
winged
shapeless



“Said”



“Said” is such a boring word. Here is a list of substitutes. Use them to paint a better picture.



A

accused
added
addresses
admitted
advised
announced
answered
apologized
argued
asked

B

babbled
badgered
bawled
beamed
begged
bellowed
blamed
blurted
boasted
bullied

C

cackled
cajoled
charged
chattered
chided
cited
claimed
coaxed
commanded
commented
complained
complemented
concluded
confided
confirmed
continued
contradicted
countered
cried

D

declared
decreed
demanded
denied
denounced
directed
disclosed
drawled
droned

E

elaborated
exaggerated
exclaimed

F

forecasted
fretted
fumed
fussed

G

gasped
gossiped
granted
greeted
growled
grumbled

H

hinted
howled

I

implied
implored
informed
inquired
insinuated
insisted
interjected
interrupted
introduced

J

joked
joshed
judged

K

kidded

L

lamented
lashed out
lectured
listed

M

maintained
mimicked
mocked
mumbled
murmured
muttered

N

nagged
narrated
negotiated
noted

O

objected
observed
offered
ordered

P

panted
pestered
pledged
pouted
proclaimed
promised
protested
puzzled

Q

quarreled
questioned
quoted

R

raved
recited
recalled
recollected
remarked
remembered
repeated
replies
reported
requested
responded
revealed
roared

S

schemed
scoffed
scolded
screamed
shouted
shrieked
sighed
snapped
snarled
sneered
sobbed
speculated
squawked
stammered
stated
stuttered
suggested

T

taunted
teased
testified
threatened
trembled

U

urged
uttered

V

vowed

W

wailed
warned
whimpered
whined
whispered

Y

yelled

Z

zinged

Writing Trick
Sample Sentences

Dialogue:
"When we get to the mall," said Mom, "we'll look for your friend's birthday gift."

Compound Sentence:
Mom bought me a new dress, but I didn't like it.

Prepositional Phrase:
Behind my garage in the corner of the yard, a cat has made a home with her kittens.

Complex Sentence:
While Melissa put the lights on the Christmas tree, Tyler set out the ornaments.

Introductory Phrase / Clause:
While we all slept, Santa delivered presents for all of us.

Compound / Complex Sentence:
While Melissa put the lights on the Christmas tree Tyler set out the ornaments, and Michael put out the tinsel.

Appositives:
Amy, my best friend in the world, is having a party.

Interrupter:
Anthony worked, if you can call that work, for an hour.

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Idioms

Ace up Your Sleeve = a special advantage that is not used until the very last moment *(Everyone thinks that Rosy will win the contest, but Rachel has an ace up her sleeve.)*

Add Fuel to the Fire = to make a bad situation worse *(The boys were fighting and Tom just added fuel to the fire by making faces.)*

All Thumbs = clumsy *(It seems like I'm all thumbs because I drop whatever I pick up.)*

At the End of Your Rope = not able to take it any more *(I'm at the end of my rope with all your complaining.)*

Have you ever heard someone say, "Go fly a kite," or "It's as easy as pie?" Well, these are idioms.

An ***idiom*** is an expression that may, or may not, make sense when you read at it. However, it does have a certain meaning when used properly. Idioms give your writing some personality. Use this list to practice. Keep your ears open and stay on the ball, and I bet you'll find a bunch more to put into your bag of tricks.

Bark Is Worse than Your Bite = someone who sounds worse than they really are *(My dad may yell a lot, but his bark is worse than his bite.)*

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