

## Sixth Grade Language : Conventions of Standard English

### Essential Questions:

1. Why is it important to have command of standard English conventions?
2. How do I determine the meaning of an unfamiliar word or usage?
3. How do words and their use influence language?
4. How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively?

**Essential Vocabulary:** standard English, conventions, pronouns, subjective, objective, possessive, intensive pronouns, vague pronouns, antecedents, expression, conventional language, capitalization, punctuation (commas, parentheses, dashes)

**College and Career Readiness Anchor Standard 1 for Language: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

### L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression and conventional language. \*

### 6<sup>th</sup> Grade Enduring Understandings

<u>Prior Background Knowledge Required:</u> Students will...	<i>Students will know...</i> Vocabulary:	<i>Students will understand...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none"> <li>• demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• explain the function of conjunctions, prepositions, and interjections in general and their functions in particular sentences.</li> <li>• form and use perfect verb tenses.</li> <li>• use verb tense to convey various times, sequences,</li> </ul>	<ul style="list-style-type: none"> <li>• standard English</li> <li>• conventions</li> <li>• pronouns</li> <li>• subjective</li> <li>• objective</li> <li>• possessive</li> <li>• intensive pronouns</li> <li>• vague pronouns</li> <li>• antecedents</li> <li>• expression</li> <li>• conventional language</li> </ul>	<ul style="list-style-type: none"> <li>• that appropriate pronoun usage is essential to the enrichment of conventional language.</li> </ul>	<ul style="list-style-type: none"> <li>• use pronouns in the proper case (subjective- the subject of a sentence, objective- the object of a sentence, possessive- who owns something in a sentence).</li> <li>• use intensive pronouns (e.g., <i>I myself</i> do not like eggs).</li> <li>• recognize and revise inappropriate shifts in pronoun number and person. (e.g., they/students not a student).</li> <li>• recognize vague pronouns (i.e., ones with unclear</li> </ul>

<p>states, and conditions.</p> <ul style="list-style-type: none"> <li>recognize and correct inappropriate shifts in verb tense.</li> <li>use correlative conjunctions.</li> </ul>			<p>antecedents) . Example: Bob visited Fred after his party (vague antecedent as it is impossible to tell to whom the antecedent is referring). Example 2: Jeff gave his son a video game that he played constantly from that moment on (ambiguous because experience and expectations dictate understanding of the antecedent).</p> <ul style="list-style-type: none"> <li>recognize variations of standard English in their own and others' writing and speaking, and apply concepts and strategies to improve expression and conventional language.</li> </ul>
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**College and Career Readiness Anchor Standard 2 for Language: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

b. Spell correctly.

**6<sup>th</sup> grade Enduring Understandings**

<u>Prior Background Knowledge</u>	<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
<p><u>Required:</u> Students will...</p> <ul style="list-style-type: none"> <li>demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>standard English</li> <li>conventions</li> <li>capitalization</li> <li>punctuation (commas, parentheses, dashes)</li> </ul>	<ul style="list-style-type: none"> <li>that appropriate punctuation and spelling are essential to demonstrate a command of the conventions of standard English.</li> </ul>	<ul style="list-style-type: none"> <li>use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (i.e., the words in between the commas can be removed</li> </ul>

<p>when writing.</p> <ul style="list-style-type: none"> <li>• use punctuation to separate items in a series.</li> <li>• use a comma to separate an introductory element from the rest of the sentence.</li> <li>• use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>• use underlining, quotation marks, or italics to indicate titles of works.</li> <li>• spell grade-appropriate words correctly consulting references as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• nonrestrictive / parenthetical elements</li> </ul>		<p>from the sentence without interrupting the meaning.) (e.g., <i>The student, who is new to the school, rode his bike today.</i>)</p> <ul style="list-style-type: none"> <li>• spell correctly applying spelling rules and patterns.</li> </ul>
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## Sixth Grade Language : Knowledge of Language

**Essential Questions:**

1. Why is it important to have command of standard English conventions?
2. How do I determine the meaning of an unfamiliar word or usage?
3. How do words and their use influence language?
4. How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively?

**Essential Vocabulary:** sentence patterns, conventions, reader/listener interest, style, consistency, tone

**College and Career Readiness Anchor Standard 3 for Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

**L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

- a. Vary sentence patterns for meaning, reader/listener interest, and style.
- b. Maintain consistency in style and tone.

### 6<sup>th</sup> grade Enduring Understandings

<u>Prior Background Knowledge Required:</u>	<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
<p>Students will...</p> <ul style="list-style-type: none"> <li>• vary sentence length based on meaning, audience, interest, or style.</li> <li>compare and contrast the varieties of English used in stories, dramas, or poems.</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• sentence patterns</li> <li>• conventions</li> <li>• reader/listener interest</li> <li>• style</li> <li>• consistency</li> <li>• tone</li> </ul>	<ul style="list-style-type: none"> <li>• that the audience determines style and tone.</li> <li>• that language and its conventions establish and maintain tone.</li> </ul>	<ul style="list-style-type: none"> <li>• construct sentences of various patterns for meaning, interest, and style.</li> <li>• maintain consistency in style and tone.</li> </ul>

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## Sixth Grade Language : Vocabulary Acquisition and Use

### **Essential Questions:**

1. Why is it important to have command of Standard English conventions?
2. How do I determine the meaning of an unfamiliar word or usage?
3. How do words and their use influence language?
4. How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively?

**Essential Vocabulary:** clarify, multiple-meaning words, context, cause/effect, Greek/Latin affixes or roots, print and digital sources, reference materials, verify, inferred meaning, parts of speech, figurative language, word relationships, nuances, figures of speech, personification, cause/effect, part/whole, item/category, connotations, denotations, comprehension, expression, domain and grade specific vocabulary words

**College and Career Readiness Anchor Standard 4 for Language:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized referenced materials, as appropriate.

**L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.**

- a. 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. Consult reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### 6<sup>th</sup> Grade Enduring Understandings

<u>Prior Background Knowledge Required:</u>	<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
<p>Students will...</p> <ul style="list-style-type: none"> <li>• determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</li> <li>• use context (e.g., cause/effect relationships and comparisons in text) as</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• clarify</li> <li>• multiple-meaning words</li> <li>• context</li> <li>• cause/effect</li> <li>• Greek/Latin affixes or roots</li> <li>• print and digital sources</li> <li>• reference materials</li> <li>• verify</li> <li>• inferred meaning</li> <li>• parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>• a variety of sources and strategies can be accessed when determining both the inferred and precise meaning of a word and its pronunciation or part of speech.</li> </ul>	<ul style="list-style-type: none"> <li>• use context cues (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 specific word or phrase.</li> <li>• analyze common, grade-appropriate Greek or Latin affixes and roots to interpret the meaning of a word (e.g., audience,</li> </ul>

<p>a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> <li>• use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., photograph and photosynthesis).</li> <li>• consult reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</li> </ul>			<p>auditory, audible).</p> <ul style="list-style-type: none"> <li>• consult reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>• verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>
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**College and Career Readiness Anchor Standard 5 for Language: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

- Interpret figures of speech (e.g., personification) in context.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty, battle, massacre).

**6<sup>th</sup> grade Enduring Understandings**

<u>Prior Background Knowledge Required:</u>	<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
<p>Students will...</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• interpret figurative language, including similes</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• figurative language</li> <li>• word relationships</li> <li>• nuances</li> <li>• figures of speech</li> <li>• personification</li> <li>• cause/effect</li> <li>• part/whole</li> </ul>	<ul style="list-style-type: none"> <li>• that figurative language alters the usual meaning of words.</li> <li>• that words are categorized according to relationships.</li> <li>• that words with similar denotations can have different connotations.</li> </ul>	<ul style="list-style-type: none"> <li>• interpret figures of speech (e.g., personification) in context.</li> <li>• use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of</li> </ul>

<ul style="list-style-type: none"> <li>and metaphors, in context.</li> <li>recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>use the relationship between particular words (e.g., synonyms, antonyms, homographs,) to better understand each of the words.</li> </ul>	<ul style="list-style-type: none"> <li>item/category</li> <li>connotations</li> <li>denotations</li> </ul>		<ul style="list-style-type: none"> <li>the words.</li> <li>distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty, battle, massacre).</li> </ul>
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**College and Career Readiness Anchor Standard 6 for Language:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**6<sup>th</sup> grade Enduring Understandings**

<u>Prior Background Knowledge Required:</u> <ul style="list-style-type: none"> <li>acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</li> </ul>	<i>Students will know...</i> Vocabulary: <ul style="list-style-type: none"> <li>comprehension</li> <li>expression</li> <li>domain and grade specific vocabulary words</li> </ul>	<i>Students will understand...</i> <ul style="list-style-type: none"> <li>that using general and academic domain-specific words and phrases increases written and oral language skills.</li> </ul>	<i>Students will be able to...</i> <ul style="list-style-type: none"> <li>use accurately grade-appropriate general academic and domain-specific words and phrases.</li> <li>synthesize vocabulary when considering a word or phrase's importance to comprehension or expression.</li> </ul>
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