Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grade 6

L. 6. 1

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

CCR Anchor: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Components L.6.1.a-e

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 in conventional language.

*Extended Understanding
-Recognize and use all pronouns (personal, reflexive, intensive, demonstrative, interrogative, relative, and indefinite)

Academic Vocabulary/Language
-agreement in number
-agreement in person
-ambiguous   -antecedent
-case   -command
-convention   -demonstrate
-grammar
-intensive pronoun
-objective case
-possessive case
-pronoun
-standard English
-subjective case
-usage
-vague

ULTIMATE LEARNING TARGET TYPE: SKILL

CCS ELA 6-12 PAGE:

https://tinyurl.com/CCSEnglish6-12

(CAREER CONNECTIONS)

BROAD LEARNING TARGET:
The student can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Underpinning Knowledge Learning Targets:
The student can identify and understand pronouns, intensive pronouns, pronoun cases (subjective, objective, possessive), and pronoun forms of agreement (number and person).

The student can recognize variations from standard English in his/her own and others' writing and speaking.

The student can identify strategies to correct variations from standard English in their own and others' writing and speaking.

Underpinning Reasoning/Skill Learning Targets:
The student can correct pronoun mistakes in case and agreement, as well as vague pronouns when writing or speaking.

The student can correct variations from standard English in his/her own and others' writing and speaking.

The student can correctly use pronouns, including intensive pronouns, by ensuring that they are in the proper case, have agreement in number and person, and do not have ambiguous antecedents.

Question Ideas

They worked the puzzle themselves. Which word(s) in this sentence are pronouns?

Determine if the pronoun/antecedent agreement is correct in this sentence: Neither Steve nor Jorge has memorized their lines.
A. correct   B. Neither Steve nor Jorge has memorized his lines.
C. Neither Steve or Jorge have memorized their lines.   D. Neither Steve or Jorge have memorized his lines.

What are the differences between subjective, objective, and possessive pronouns?

Peer edit this paper for correct use of pronouns. Correct any mistakes in agreement, case, or vagueness.

Peer edit this paper for use of standard English. Correct any non-standard usage.

Read the following passage. Circle each pronoun and label all of the intensive pronouns. Get bonus for labeling each pronoun type (personal, reflexive, intensive, demonstrative, interrogative, relative, and indefinite).

Use Quill (https://www.quill.org) or No Red Ink (https://www.noredink.com/curriculum) to practice with pronouns.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Teaching Grammar & Mechanics in Writing Workshop The professional text Mechanically Inclined by Jeff Anderson helps teachers determine how to fold daily grammar instruction into the writing workshop model. It provides examples of anchor charts and handouts that can be added into students' writing notebooks to support grammar learning.

Write Like This Using the book, *Write Like This: Teaching Real-World Writing Through Modeling and Mentor Text* by Kelly Gallagher, students will use real world writing experiences to demonstrate command of convention usage.

L.5.1 (Prior Grade Standard)	L.7.1 (Future Grade Standard)
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	a. Explain the function of phrases and clauses in general and their function in specific sentences.
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
c. Use verb tense to convey various times, sequences, states, and conditions.	c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
d. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., either/or, neither/nor).	
e. Use correlative conjunctions (e.g., either/or, neither/nor).	

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grade 6

L. 6. 2

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

CCR Anchor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Components
L.6.2.a-b
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
b. Spell correctly.

Essential Understanding
-Rules of capitalization
-Rules of punctuation
-Spelling conventions

***Extended Understanding**
-Use ellipses, colons, and semicolons correctly

Academic Vocabulary/Language

-capitalization   -comma
-command   -convention
-dash
-demonstrate
-grammar
-nonrestrictive elements
-parentheses
-parenthetical elements
-punctuation
-spelling conventions
-usage

ULTIMATE LEARNING TARGET TYPE:
SKILL

CCS ELA 6-12 PAGE:
https://tinyurl.com/CCSEnglish6-12
(CAREER CONNECTIONS)

BROAD LEARNING TARGETS:
The student can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Underpinning Knowledge/Reasoning Learning Targets:
The student can identify and understand the use of nonrestrictive/parenthetical elements in sentences.

The student can understand and apply the varied uses for commas, dashes, and parentheses.

The student can identify and correct misspelled words, as well as recall and apply spelling conventions.

The student can identify and correct mistakes in punctuation and capitalization, as well as recall and apply punctuation and capitalization rules.

Underpinning Skill Learning Targets:
The student can correctly use commas, parentheses, and dashes, especially to set off nonrestrictive/ parenthetical elements in writing.

Question Ideas

Explain the difference in the messages of these two sentences due to restrictive/nonrestrictive elements:

Our cat, Maizy, loves to lie in the sunshine for hours.

Our cat Maizy loves to lie in the sunshine for hours.

You may use a comma to separate short nonrestrictive clauses, such as appositives. You may use a dash to separate a nonrestrictive clause at the end of a sentence or to isolate a nonrestrictive phrase or clause when there is a medium-length interruption in the sentence. Parentheses also separate supplementary material in a sentence or between sentences. Use parentheses for longer interruptions. For each of the following sentences, decide it you should use commas, dashes, or parentheses to separate the nonrestrictive clauses/phrases or supplementary material from the rest of the sentence.

-Except for the fact that each had a large brass number above the door odds on the left side, evens on the right they [the cabins] looked nothing alike. ~ *The Lightning Thief*, Rick Riordan

-Screeching still, the miller's wife let go of Beetle's arm and began to throw at the girl whatever she could reach from her bed a jug of warm ale, half a loaf of bread, a sausage, the brimming chamber pot. ~ *The Midwife's Apprentice*, Karen Cushman

-The cinematography is excellent; ... into the golden fields of the Farmlands, over the white dome of our very own City Hall the audience cheers when it comes into view. ~ *Matched*, Ally Condle

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Sentence Workshop Students choose a sentence and on the first day correct any mechanical, usage, grammar or spelling errors. On the second day, students use the same sentence and make it more vivid. The third day calls for students to change something else. This daily practice not only reinforces grammar rules, but also shows the numerous ways to improve and revise writing.

L.5.2 (Prior Grade Standard)	L.7.2 (Future Grade Standard)
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
a. Use punctuation to separate items in a series.	a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
b. Use a comma to separate an introductory element from the rest of the sentence.	b. Spell correctly.
c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	
d. Use underlining, quotation marks, or italics to indicate titles of works.	
e. Spell grade-appropriate words correctly, consulting references as needed.	

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grade 6

L. 6. 3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR Anchor: 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.

Essential Components L.6.3.a-b
a. Vary sentence patterns for meaning, reader/listener interest, and style.
b. Maintain consistency in style and tone.

Essential Understanding
-Word structures (spelling patterns, word tenses, parts of speech, etc.)
-Sentence structures (sentence patterns/types, syntax, phrases/clauses, etc.)
-Paragraph structures

*Extended Understanding
-Reduce wordiness
-Use complex sentence structure

Academic Vocabulary/Language

-capitalization
-consistency
-language conventions
-parts of speech
-punctuation
-sentence patterns
-spelling patterns
-style
-syntax
-tense
-tone

ULTIMATE LEARNING TARGET TYPE: SKILL

CCS ELA 6-12 PAGE:
https://tinyurl.com/CCSEnglish6-12

(CAREER CONNECTIONS)

BROAD LEARNING TARGETS:
The student can use knowledge of language and its conventions when writing, speaking, reading, or listening.

Underpinning Knowledge Learning Targets:
The student can identify and understand varied sentence patterns.

The student can identify and understand style and tone.

The student can identify and understand varied word, sentence, and paragraph structures.

Underpinning Reasoning/Skill Learning Targets:
The student can vary sentence patterns for meaning, reader/listener interest, and style when writing or speaking.

The student can maintain a consistent style and tone in his/her writing or speaking.

Question Ideas

Identify the pattern used in the following sentences using these six patterns:

S-V (subject + verb),

V-S (verb + subject),

S-V-DO (subject + verb + direct object),

S-V-SC (subject + verb + subject complement),

S-V-IO-DO (subject + verb + indirect object + direct object),

S-V-DO-OC (subject + verb + direct object + object complement).

Identify and rewrite the sentences that are inconsistent with the author's style.

Rewrite the sentences as if you were going to say them to Kindergarteners.

This passage lacks excitement. Vary the sentences to make it more interesting.

Edit your speech by varying the sentence patterns to elevate its style.

Edit your essay by varying the sentence patterns to make it maintain a sarcastic tone.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Sentence Frames To help students develop varied sentence patterns in their writing, have them practice completing sentence frames with phrases that are prepared by the teacher. The students (either alone or with a partner) place the phrases into the blank sentence frame, making sure the sentence has clear meaning.
Ex: _____, _____ _____.
          Clause   conj.   Clause
but the dog scampered wildly in the park he fell asleep on my lap
Enriched or mastery students can create their own phrases to fit the frames.

Wandering Phrase Students can practice varying the start of a sentence by using the *wandering* prepositional phrase. The teacher creates descriptive sentences and has the students (alone or with a partner) add a prepositional phrase to the sentence. The phrases could start the sentence, be placed in the middle to clarify or describe, or placed at the end. After completing several examples, have students share and move the placement of the prepositional phrase. Does the sentence mean the same thing?

L.5.3 (Prior Grade Standard)	**L.7.3 (Future Grade Standard)**
Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	a. Choose language that expresses ideas precisely and concisely. b. Recognize and eliminating wordiness and redundancy.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grade 6

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.**	**Essential Components L.6.4.a-d**	**Academic Vocabulary/Language**

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.

CCR Anchor: 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 reference materials, as appropriate.

Essential Components
L.6.4.a-d
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, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or 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).
*Extended Understanding
-Extended etymology

Academic Vocabulary/Language
-affixes (Greek and Latin)
-clarify   -content
-context clues -determine
-etymology   -flexibly
-infer
-multiple-meaning
-part of speech
-phrases
-precise
-preliminary
-pronunciation
-reference materials (dictionary, glossary, thesaurus)
-roots (Greek and Latin)
-strategies

ULTIMATE LEARNING TARGET TYPE: REASONING	**BROAD LEARNING TARGET:**

ULTIMATE LEARNING TARGET TYPE: REASONING

CCS ELA 6-12 PAGE:
https://tinyurl.com/CCSEnglish6-12

(CAREER CONNECTIONS)

BROAD LEARNING TARGET:
 The student can 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.

Underpinning Knowledge Learning Targets:
 The student can identify and understand context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence), varied Greek/Latin affixes and roots, and pronunciation guides.
 The student can understand how to use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses).

Underpinning Reasoning Learning Targets:
 The student can determine, clarify, or verify the meaning of unknown and multiple-meaning words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, and/or consulting reference materials.
 The student can determine the pronunciation and part of speech of words by consulting reference materials.

Question/Activity Ideas

Prepare a Frayer Model for each of the words from the passage that are frequently used on the ACT test. (They are in bold). Then make a motion/gesture to associate with that word to help add it to your vocabulary.

Choose one of the vocabulary words and become that word. In pairs, take turn interviewing each of the vocabulary words.

Look at each of the bold words in the text. Determine the meaning of each word by using context clues.

After learning each of the new Greek root words, determine the meaning of each of the following words.

Using the dictionaries, determine both the pronunciation of each word and its part(s) of speech.

Take each of the vocabulary words and sort them. Have your partner determine the strategy you used to sort them (e.g., part of speech, similar affixes, same meaning, etc.).

How does the position of the word in the sentence help you determine its meaning?

When a word has multiple meanings in a dictionary, how do you determine which meaning is being used in a passage?

Explain how it is possible for a word to have a meaning that cannot be found in reference materials.

List four tools that you can use to determine the meaning of a word.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Personal Glossaries
• **Basic**: Students create personal glossaries of affixes and roots in order to define, through etymology and context, new subject-area words.
• **Extended**: Students determine and create a rap, poem, song, or video (in the spirit of "School House Rock") that defines the meanings of common affixes and roots for the use of others.

L.5.4 (Prior Grade Standard)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.7.4 (Future Grade Standard)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 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., *belligerent, bellicose, rebel*).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or 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).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grade 6

L. 6. 5	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**	**Essential Components** **L.6.5.a-c** a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, frugal, thrifty*). **Essential Understanding** -Interpret words and phrases -Identify and understand figurative language -Explain the differences in conations of words with similar denotations.	**Academic Vocabulary/Language** -analogy -association -connotation/connotative -context -demonstrate -denotation -determine -diction -distinguish -figurative language (See https://literarydevices.net/figurative-language/.) -interpret -nuance -personification -phrases -word relationships
CCR Anchor: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			

ULTIMATE LEARNING TARGET TYPE: REASONING **CCS ELA 6-12 PAGE:** https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)	BROAD LEARNING TARGETS: The student can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Underpinning Knowledge Learning Targets: The student can identify and understand words and phrases that have connotative and figurative meaning. The student can identify and understand varied word relationships (e.g., cause/effect, part/whole, item/category). Underpinning Reasoning Learning Targets: The student can determine the figurative, literal, and connotative meanings of words and phrases. The student can determine the relationship between words. The student can determine the difference between words with similar meanings (e.g., *stingy, scrimping, economical, frugal, thrifty*).

Question Ideas

What does the word/phrase __ mean in this selection? Is there a feeling or emotion associated with the word ____?

Without changing the meaning of the sentence, which word/phrase can best be used to replace the underlined part?

Which of the following synonyms is closest in meaning to the word __?

Using your vocabulary words, finish the analogy. Then write the relationship beside the question.
Ex. contaminated:pure :: _____:feeble

What kind of figurative language is being used in paragraph 5? Explain its meaning.

Write a brief narrative using the word present five times. Each time use a different denotative, figurative, or connotative meaning of the word in its context.

Although these words are very similar in meaning, how does their meaning differ?

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Mentor Author, Mentor Texts Using the activities from the book, *Mentor Author, Mentor Texts: Short Texts, Craft Notes, and Practical Classroom Uses* by Ralph Fletcher, students will interpret figurative language in context.

L.5.5 (Prior Grade Standard)	L.7.5 (Future Grade Standard)
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Language, Grade 6

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.**	**Essential Understanding** -Acquire and demonstrate command of grade-level general academic and domain-specific vocabulary -Gather vocabulary knowledge during reading comprehension -Gather vocabulary knowledge through speaking, listening, and writing. ***Extended Understanding** -Acquire and use accurately above grade-appropriate general academic and domain-specific words and phrases	**Academic Vocabulary/Language** -accurate -acquire -comprehension -consider -domain -expression -phrases -tier two words (general academic) -tier three words (domain-specific) -vocabulary
	CCR Anchor: 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 considering a word or phrase important to comprehension or expression.		

ULTIMATE LEARNING TARGET TYPE: REASONING	**BROAD LEARNING TARGETS:** **The student can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.** **The student can gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
CCS ELA 6-12 PAGE: https://tinyurl.com/CCSEnglish6-12 (CAREER CONNECTIONS)	**Underpinning Reasoning Learning Targets:** The student can apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression. The student can select appropriate resources to aid in gathering vocabulary knowledge.

Question Ideas

Give examples of how the word _____ is used in each of your classes.

What strategies do you use to identify, understand, and use the power word of the day?

Prepare a gallery walk of your word wall. Be sure that you can distinguish between tier two and tier three words for you audience.

Choose one of the vocabulary words and become that word. In pairs, take turn interviewing each of the vocabulary words.

Look at each of the bold words in the text. Determine the meaning of each word by using context clues.

Read through the outline of the speech. Has the speaker used words with which you are not familiar? Add these words to your vocabulary list.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Lead Vocabulary Strategy This strategy allows the teacher to assess students' prior knowledge related to a topic or unit of study. The instructional strategy has three steps:
• **L** *List* specialized or academic vocabulary words related to the topic.
• **EA** Provide students with an *experience activity* where they would use the specialized words highlighted.
• **D** *Discuss* the topic using the specialized vocabulary words as a way of focusing the discussion.
Instructions might be: *Work with members of your learning group and discuss what you know about _____. Use the words listed to describe what you know. If you know any other related words, use them during your discussion and add them to our list.*
Word Study Using "Words Their Way" Word study introduces students to how words work using patterns and roots. Word study will also help students to spell words better as they learn how words work and why they work the way they do. The book Words Their Way is a helpful resource that provides word lists and teaching ideas for each week.

L.5.6 (Prior Grade Standard)	**L.7.6 (Future Grade Standard)**
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., however, although, nevertheless, similarly, moreover, in addition).	**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.**