

Common Core State Standards-Clear Learning Targets

English Language Arts-Language, Grade 6

<div style="border: 2px solid red; border-radius: 15px; padding: 5px; display: inline-block;">L. 6. 1</div>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Essential Components L.6.1.a-e</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). 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.</p> <p>*Extended Understanding</p> <p>-Recognize and use all pronouns (personal, reflexive, intensive, demonstrative, interrogative, relative, and indefinite)</p>	<p>Academic Vocabulary/Language</p> <p>-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</p>
<p>CCR Anchor: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			
<p>ULTIMATE LEARNING TARGET TYPE: SKILL</p>	<p><u>BROAD LEARNING TARGET:</u> The student can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can identify and understand pronouns, intensive pronouns, pronoun cases (subjective, objective, possessive), and pronoun forms of agreement (number and person).</p>		
<p>Career Connections</p> <p>http://www.ccssoh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p>The student can recognize variations from standard English in his/her own and others' writing and speaking.</p> <p>The student can identify strategies to correct variations from standard English in their own and others' writing and speaking.</p> <p><u>Underpinning Reasoning/Skill Learning Targets:</u> 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.</p>		

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).

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Enduring Understanding

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.

L.5.1 (Prior Grade Standard)

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

[Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., either/or, neither/nor).]

L.7.1 (Future Grade Standard)

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

(Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.)

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<p>L. 6. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Essential Components L.6.2.a-b a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.</p> <p>Essential Understanding -Rules of capitalization -Rules of punctuation -Spelling conventions</p> <p>*Extended Understanding -Use ellipses, colons, and semicolons correctly</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -capitalization -command -dash -demonstrate -grammar -nonrestrictive elements -parentheses -parenthetical elements -punctuation -spelling conventions -usage <ul style="list-style-type: none"> -comma -convention
<p>CCR Anchor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
<p>ULTIMATE LEARNING TARGET TYPE: SKILL</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Underpinning Knowledge/Reasoning Learning Targets:</u> 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.</p> <p>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.</p>	
<p>Career Connections</p> <p>http://www.ccssoh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Skill Learning Targets:</u> The student can correctly use commas, parentheses, and dashes, especially to set off nonrestrictive/parenthetical elements in writing.</p>	

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 if 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 Condie

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)

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

[Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. 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?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.]

L.7.2 (Future Grade Standard)

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

[Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). Spell correctly.]

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<p>L. 6. 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>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.</p> <p>Essential Understanding -Word structures (spelling patterns, word tenses, parts of speech, etc.) -Sentence structures (sentence patterns/types, syntax, phrases/clauses, etc.) -Paragraph structures</p> <p>*Extended Understanding -Reduce wordiness</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -capitalization -language conventions -parts of speech -punctuation -sentence patterns -spelling patterns -style -syntax -tense -tone
<p>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.</p>		
<p>ULTIMATE LEARNING TARGET TYPE: SKILL</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><u>Underpinning Knowledge Learning Targets:</u> 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.</p>	
<p>Career Connections http://www.ccssoh.us/ELAG-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Reasoning/Skill Learning Targets:</u> 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.</p>	

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 Kindergartener's.

This passage is very boring. 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: _____, _____ conj. _____.

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)

Use knowledge of language and its conventions when writing, speaking, reading, or listening. [Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.]

L.7.3 (Future Grade Standard)

Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.)

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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.

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 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).

*Extended Understanding

-Extended etymology

Academic

Vocabulary/Language

- affixes (Greek and Latin)
- clarify
- context clues
- etymology
- 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

Career Connections

<http://www.ccssoh.us/ELA6-12.aspx> (Click on Career Connections for English Language Arts)

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.

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.

Standardized Test Sample Question Stems

-Read the sentence from paragraph 14 of the passage “The Zoos Go Wild.”

Housing animals in spaces that were as close to the animals’ habitats as the designers could make them was an important step in the struggle to save endangered species.

What does the word **endangered** mean as it is used in the sentence?

- A. Distant B. Aggressive
C. Frightened D. Threatened

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. [Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 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. [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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*). 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 its part of speech. 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).]

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English Language Arts-Language, Grade 6

<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block; margin-bottom: 10px;">L. 6. 5</div> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Essential Components L.6.5.a-c</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>Essential Understanding</p> <ul style="list-style-type: none"> -Interpret words and phrases -Identify and understand figurative language 	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -analogy -connotation/connotative -context -demonstrate -denotation -determine -diction -distinguish -figurative language <p>(See your adopted textbook’s glossary for grade-level appropriate figurative language devices as they are too numerous to list here.)</p> <ul style="list-style-type: none"> -interpret -nuance -phrases -word relationships
<p>CCR Anchor: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can identify and understand words and phrases that have connotative and figurative meaning.</p> <p>The student can identify and understand varied word relationships (e.g., cause/effect, part/whole, item/category).</p> <p><u>Underpinning Reasoning Learning Targets:</u></p> <p>The student can determine the figurative, literal, and connotative meanings of words and phrases.</p> <p>The student can determine the relationship between words.</p> <p>The student can determine the difference between words with similar meanings (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	
<p>Career Connections</p> <p>http://www.ccsuh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>		

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

Enduring Understanding

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication, and celebrating language. Success in the post-secondary setting as well as the workplace requires effective communication.

L.5.5 (Prior Grade Standard)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.]

L.7.5 (Future Grade Standard)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).]

Common Core State Standards-Clear Learning Targets

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<p>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.</p>	<p>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.</p>	<p>Academic Vocabulary/Language -accurate -acquire -comprehension -consider -domain -expression -phrases -tier two words (general academic) -tier three words (domain-specific) -vocabulary</p>
<p>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.</p>	<p>*Extended Understanding -Acquire and use accurately above grade-appropriate general academic and domain-specific words and phrases</p>	
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> 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.</p>	
<p>Career Connections http://www.ccssoh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Reasoning Learning Targets:</u> 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.</p>	

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.*

L.5.6 (Prior 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).

L.7.6 (Future Grade Standard)

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.