CLUSTER: CONVENTIONS OF STANDARD ENGLISH

Anchor Standard 1: 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 in conventional language.*

Essential Skills:

6.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive).

- **Apply an understanding of the relationship between the use and form of personal pronouns i.e.,**
  - Subjective pronouns as subjects and predicate nominatives.
  - Objective pronouns as objects of prepositions, direct, and indirect objects.
  - Possessive pronouns as adjectives.
- **Analyze professional, peer, and own writing for correct use of pronoun case.**
- **Demonstrate command of formal English when indicated or appropriate.**
- **Spell correctly.**

6.1.b Use intensive pronouns (e.g., *myself, ourselves*).

- **Apply an understanding of the difference in purpose and function between a reflexive and an intensive pronoun.**
- **Analyze the effect of intensive pronouns on meaning or tone in professional, peer, and their own writing.**
- **Demonstrate command of standard English by using intensive pronouns correctly, (e.g.*, himself v. hisself, themselves*, *theirselves*).**

6.1.c Recognize and correct inappropriate shifts in pronoun number and person.*

- **Apply an understanding of the relationship of a pronoun and its antecedent.**
- **Use precise language to inform or explain.**
- **Develop and strengthen writing by editing for clarity.**
- **Analyze the effect of pronouns and their antecedents on meaning in professional, peer, and their own writing.**

6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

- **Apply an understanding of how an unclear relationship of a pronoun to its antecedent affects meaning, (e.g., more than one possible antecedent, antecedent too far away from what it modifies, antecedent only implied).**
- **Use precise language to inform or explain.**
- **Strengthen writing by editing to correct vague pronouns.**
- **Analyze the effect of precise vs. ambiguous pronouns on meaning in professional, peer, and their own writing.**

6.1.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.*

- **Apply skills from L 6.1.a-d to analyze the effect on meaning in professional writing, the writing of peers, and their own writing.**
  - Revise to develop and strengthen writing
  - Edit for clarity to develop and strengthen writing

Benchmarks:

CLUSTER: CONVENTIONS OF STANDARD ENGLISH

Anchor Standard 2: 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.

Essential Skills:

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

- **Apply an understanding of the choices and functions among punctuation to set off nonrestrictive elements.**
- **Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning.**
- **Strengthen writing by editing for correct punctuation to set off nonrestrictive/parenthetical elements.**

6.2.b Spell correctly.

- **Spell correctly grade-appropriate general academic and domain-specific words.**
- **Use print, digital resources, and internalized knowledge to support correct spelling.**

Benchmarks:

CLUSTER: KNOWLEDGE OF LANGUAGE

Anchor Standard 3: 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.

Essential Skills:

6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.

- **Apply an understanding of audience and the purpose of speech or writing and their effect upon its meaning.**
- **Apply understanding of various sentence patterns i.e.,**
  - Reordering words.
  - Adjusting length of sentences.
  - Adding words, phrases or clauses.
- **Analyze professional, peer, and their own writing or speech to determine the effect various sentence patterns have upon meaning, interest, and style.**
- **Strengthen writing by revising sentence patterns for interest and style.**

6.3.b Maintain consistency in style and tone.

- **Apply an understanding of audience, purpose, and format to determine style and tone.**
- **Establish and maintain a formal style.**
- **Adapt speech to a variety of contexts and tasks.**
- **Use precise word choice to establish and maintain tone.**
- **Strengthen writing by revising sentences for style and tone.**

Benchmarks:

CLUSTER: VOCABULARY ACQUISITION AND USE

Anchor Standard 4: 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.

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, 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).

Essential Skills:

6.4.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.

- **Use context clues to determine word or phrase meaning.**
- **Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.**

6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

- **Apply an understanding of basic word parts as clues to word meaning.**
- **Use root word families to determine the meaning of a word.**

6.4.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.

- **Strengthen writing by using reference materials both print and digital to refine word choices.**

6.4.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).

- **Apply an understanding of the skills in L 6.4. a-c to verify word meaning.**

Benchmarks:

CLUSTER: VOCABULARY ACQUISITION AND USE

Anchor Standard 5: 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.

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, unwasteful, thrifty*).

Essential Skills:

6.5.a Interpret figures of speech (e.g., personification) in context.

- **Apply knowledge of figurative language (metaphor, simile, hyperbole, personification) to a critical reading of a text.**
- **Use sensory language to convey experiences and events.**
- **Determine the meaning of words and phrases as they are used in a text including figurative language.**
- **Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning.**

6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

- **Apply an understanding of connections between words including cause/effect, part/whole, and item/category to a critical reading of a text.**
- **Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.**

6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

- **Apply an understanding of connotation to judge word choice.**
- **Use precise words to convey experiences and events.**
- **Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.**

Standards for Language: Grade 6

Benchmarks:

CLUSTER: VOCABULARY ACQUISITION AND USE

Anchor Standard 6: 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.

Essential Skills:

- **Apply skills identified in CCSS L 6.4.a, L 6.4.b, L 6.4.c, L 6.4.d and L 6.5.a, L5b, L 6.5.c to increase vocabulary and differentiate between word choices to improve writing and speaking.**

Benchmarks:

Standards for Language: Grade 6

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								