

TN ELA Standards Guide Grade 6

Language Standards

The language standards are fundamentally about the effective use of language in speaking and writing. It is critical that students recognize the connection between the use of language and its impact on meaning. In other words, grammar is not simply an abstract set of rules that governs communication but is rather a powerful tool by which a person can communicate meaning to others in impactful ways.

For each standard, reference the Language and Grammar Progression chart for skills and understandings from lower grade levels that students should retain or further develop as students advance through the grades and work with increasingly complex texts.

Standard 6.L.CSE.1		
6.L.CSE.1 - Demonstrate command of the conventions of standard English grammar and usage. - When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement). - When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun- antecedent agreement) effectively. - When reading and listening, explain the function of phrases and clauses. - When writing or speaking, use simple, compound, and complex sentences.		
Category: Conventions of Standard English		
Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students do the following: <i>Explain the function</i> of standard English grammar and usage conventions. - When writing or speaking, <i>use</i> standard English grammar and usage conventions effectively. Each of the components of the standard (listed a-d) appear for the first time at this grade level. In grades K-5, standard FL.SC.6 serves as the precursor to standards L.CSE.1 and L.CSE.2 in grades 6-12.	pronoun case - how a pronoun functions in a sentence subjective - functions as the subject of the verb objective - receives the action of the verb possessive - shows ownership intensive pronouns - ends in “self” or “selves” and emphasizes a preceding noun or another pronoun pronoun antecedent - noun to which a pronoun refers, with which it should agree in number and person phrase - a natural group of words that work together to fill a slot within a sentence frame	In reading tasks: Students may read an informational or narrative text that demonstrates sentence variety. After rereading the text, students could identify examples of simple, compound, and complex sentences within the text, and then describe the function of each sentence in the margins. In speaking/listening tasks: In groups, students may discuss the function of important phrases and clauses in the text. Based on the discussion, students may add additional notes to the text’s margins.

	clause - a group of words containing a subject and a predicate sentence structures: • simple - one independent clause • complex - an independent clause and at least one dependent clause • compound - two independent clauses linked by a conjunction	In writing tasks: Students may write at least one simple, one compound, and one complex sentence in response to a writing prompt about a text they have read.
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Cornerstone Standard for L 1

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

Vertical Alignment

Grade Span	Standard
7	7.L.CSE.1 - Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of phrases and clauses with effectively placed modifiers. b. When writing or speaking, produce simple, compound, and complex sentences with effectively placed modifiers.
6	6.L.CSE.1 - Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement). b. When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun- antecedent agreement) effectively. c. When reading and listening, explain the function of phrases and clauses. d. When writing or speaking, use simple, compound, and complex sentences.
5	5.FL.SC.6 - Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. b. Form and use the perfect verb tense. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions. f. Use punctuation to separate items in a series. g. Use a comma to separate an introductory element from the rest of the sentence. h. Use a comma to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence (<i>e.g., It's true, isn't it?</i>), and to indicate direct address. i. Use underlining, quotation marks, or italics to indicate titles of works. j. Write multiple cohesive paragraphs on a topic.

Standard 6.L.CSE.2

6.L.CSE.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.

Category: Conventions of Standard English

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students do the following: • <i>Explain the function of</i> standard English capitalization, punctuation, and spelling conventions. • When writing, <i>use</i> standard English capitalization, punctuation, and spelling conventions effectively. There are two parts of this standard that appear for the first time at this grade level: • Explaining the function of commas, parentheses, and dashes to set off parenthetical elements • Correctly using commas, parentheses, and dashes to set off parenthetical elements In grades K-5, standard FL.SC.6 serves as the precursor to standards L.CSE.1 and L.CSE.2 in grades 6-12.	No terms need defining for this standard.	<i>In reading tasks:</i> Students may read a historically important speech and note the use of commas, parentheses, and dashes when these are important to the message. Students may then annotate and explain the connection to the message. <i>In speaking/listening tasks:</i> After reading a historically important speech, each student may practice performing the speech by reading aloud in a small group, pausing appropriately for proper punctuation. Once each student in the group has read the text, the group may discuss how the speech's punctuation impacted the meaning of the text and its delivery. <i>In writing tasks:</i> Students may write their own speech on a historical topic, focusing on the use of proper punctuation to develop the flow of the speech.

Cornerstone Standard for L 2

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

Vertical Alignment

Grade Span	Standard
7	7.L.CSE.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.
6	6.L.CSE.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.
5	5.FL.SC.6 - Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. b. Form and use the perfect verb tense. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions. f. Use punctuation to separate items in a series. g. Use a comma to separate an introductory element from the rest of the sentence. h. Use a comma to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence (<i>e.g., It's true, isn't it?</i>), and to indicate direct address. i. Use underlining, quotation marks, or italics to indicate titles of works. j. Write multiple cohesive paragraphs on a topic.

Standard 6.L.KL.3

6.L.KL.3 - When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

Category: Knowledge of Language

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students use knowledge of language and its conventions to do the following: - Recognize how language functions in different contexts - Make effective choices for meaning and style when writing or speaking - Aid comprehension when reading or listening This standard is new at this grade level and asks students to move beyond mere knowledge of grammar and conventions to make effective choices for meaning and style as appropriate to the context. As students write or speak, they should focus on developing their own voice and using that voice effectively to accomplish the purpose as defined by the task and context. This standard is closely aligned with the following standards: - W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - S&L 4: Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.	style - author's or speaker's way of communicating ideas - not only what is said but also <i>how</i> it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, etc. tone - expression of a writer's or speaker's attitude toward a subject	<i>In reading tasks:</i> Students may review sentence structures and transitions that they have already learned in previous lessons and move on to read two anchor papers that exemplify written response items to essay prompts. One paper may rate high on the grading rubric and the other may rate low on the grading rubric. In their reading, students may reflect on the differences between the two anchor papers, focusing on the impact of sentence variety and transitions. <i>In speaking/listening tasks:</i> Students could work in pairs or small groups to edit and revise the anchor paper that rated low on the grading rubric. In their revision, students could work to add sentence variety and fluid connections to the anchor paper and then present their revisions to the class. <i>In writing tasks:</i> Students may be prompted to write a narrative, informative, or argumentative essay in response to reading another similar text from a lesson. After reading and discussing possibilities for sentence variety and better connections of ideas in sentences, students could be assessed on this standard as one component of their writing.

S&L 6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
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Cornerstone Standard for L 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.	
Vertical Alignment	
Grade Span	Standard
7	7.L.KL.3 - When writing and speaking, choose precise language to express ideas concisely.
6	6.L.KL.3 - When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
5	N/A

Standard 6.L.VAU.4

6.L.VAU.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.

- Use context as a clue to the meaning of a word or a phrase.
- Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
- Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
- Use etymological patterns in spelling as clues to the meaning of a word or phrase.

Category: Vocabulary Acquisition and Use

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students determine the denotative meaning of unknown and multiple-meaning words and phrases by using the following strategies: - Using context clues - Analyzing meaningful word parts - Consulting reference materials This standard's language stays the same through grades 6-12; what changes each year is the increasing complexity of the vocabulary in grade-level texts. There is an important relationship among standards L 4, L 5, and RL/RI 4: - Standard L 4 focuses on <i>strategies students can use</i> to determine the denotative meaning of unknown words/phrases in text. - Standard L 5 moves beyond the denotative meaning and focuses on understanding the figurative and nuanced meanings of words/phrases in text. - The intent of L 4 and L 5 is for students to develop an understanding of various word meanings in text; <i>through this process, students acquire and build vocabulary for use in speaking and writing</i> (as represented in L 6).	phrase - a natural group of words that work together to fill a slot within a sentence frame morphological - the study of the structure of words, how they are formed, and their relationship to other words; includes the study of parts of words such as stems, root words, prefixes, and suffixes etymological - the study of the origin of words and the way in which their meanings have changed throughout history	<i>In reading tasks:</i> Students may read a text and identify unfamiliar words or words that may have multiple meanings within the text. Students may analyze the parts of each word and annotate morphological elements or etymological patterns. <i>In speaking/listening tasks:</i> Students may share their list of unfamiliar words or multiple-meaning words with a partner or group. Together they may reflect on the annotated word parts and list other related words that share similar morphological or etymological patterns. In discussion, students may use the related words they listed to determine a definition for the unfamiliar words or multiple-meaning words they had identified in the text. <i>In writing tasks:</i> Students may respond to a writing prompt that asks them to answer a question based on the text they are reading. Students could exhibit their new word knowledge by accurately incorporating a number of the unfamiliar words they listed into their written response.

- Standard RL/RI 4 focuses on determining the literal, figurative, connotative, and technical meaning(s) of specific words/phrases <i>as they are used in a text</i>. - The intent of RL/RI 4 is for students to understand how authors use words/phrases to shape a text's meaning and tone. In grades K-5, standard FL.VA.7a serves as the precursor to standard L.VAU.4 in grades 6-12.		
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Cornerstone Standard for L 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.

Vertical Alignment

Grade Span	Standard
7	7.L.VAU.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies. - Use context as a clue to the meaning of a word or a phrase. - Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. - Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. - Use etymological patterns in spelling as clues to the meaning of a word or phrase.
6	6.L.VAU.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies. - Use context as a clue to the meaning of a word or a phrase. - Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. - Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. - Use etymological patterns in spelling as clues to the meaning of a word or phrase.
5	5.FL.VA.7a - 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 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. - Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Standard 6.L.VAU.5

6.L.VAU.5 - When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.

Category: Vocabulary Acquisition and Use

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students do the following: <i>Explain the function of figurative language, word relationships, and subtle differences in word meanings.</i> <i>Effectively use figurative language, word relationships, and subtle differences in word meanings.</i> There is an important relationship among standards L 4, L 5, and RL/RI 4: - Standard L 4 focuses on <i>strategies students can use</i> to determine the denotative meaning of unknown words/phrases in text. - Standard L 5 moves beyond the denotative meaning and focuses on understanding the figurative and nuanced meanings of words/phrases in text. - The intent of L 4 and L 5 is for students to develop an understanding of various word meanings in text; <i>through this process, students acquire and build vocabulary for use in speaking and writing</i> (as represented in L 6). - Standard RL/RI 4 focuses on determining the literal, figurative, connotative, and technical meaning(s) of specific words/phrases <i>as they are used in a text</i>. - The intent of RL/RI 4 is for students to understand how authors use words/phrases to shape a text's meaning and tone.	figurative language - language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., a metaphor, allusion, etc.) word relationships - the relationship between particular words that contributes meaning to each word individually (e.g., cause/effect, part/whole, item/category, synonym/antonym) connotation - the idea or feeling elicited by a word, in addition to its literal or primary meaning denotation - the precise, literal meaning of a word (i.e., definition)	<i>In reading tasks:</i> Students may analyze magazine or newspaper articles that employ figurative language, perhaps specifically focused on one particular type of figurative language (e.g., similes). <i>In speaking/listening tasks:</i> Students may discuss the impact of figurative language on an article's intended audience. <i>In writing tasks:</i> Students, after analyzing magazine or newspaper articles that employ figurative language, could add a paragraph or two to an article and use new examples of figurative language.

In grades K-5, standard FL.VA.7b serves as the precursor to standard L.VAU.5 in grades 6-12.		
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Cornerstone Standard for L 5

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

Vertical Alignment

Grade Span	Standard
7	7.L.VAU.5 - When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
6	6.L.VAU.5 - When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
5	5.FL.VA.7b - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. i. Interpret figurative language, including similes and metaphors, in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Use the relationship between particular words to better understand each of the words.

Standard 6.L.VAU.6

6.L.VAU.6 - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Category: Vocabulary Acquisition and Use

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
This standard encapsulates the end goal of the language standards: students become increasingly independent as they acquire and use a wide range of vocabulary to strengthen their reading and listening comprehension and to enhance their written or oral expression. In grades K-5, standard FL.VA.7c serves as the precursor to standard L.VAU.6 in grades 6-12.	general academic - words and phrases that students encounter in academic study across multiple subjects and disciplines; also known as Tier 2 vocabulary domain-specific - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 vocabulary phrase - a natural group of words that work together to fill a slot within a sentence frame	<i>In reading tasks:</i> Students may independently read a grade-level informational text, determining the meaning of unknown words, and analyzing the effect of the author's word choice. <i>In speaking/listening tasks:</i> Students may work in groups to analyze connections among texts that address a similar topic or theme. Groups may be tasked with using tier 2 and 3 words to describe the connections and then share with the class. <i>In writing tasks:</i> Students may write an informational essay using other texts as source material. During the writing process students may reflect on the vocabulary used in their source material and revise their word choice to further clarify and explain the content of their essays.

Cornerstone Standard for L 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 post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vertical Alignment

Grade Span	Standard
7	7.L.VAU.6 - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
6	6.L.VAU.6 - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
5	5.FL.VA.7c - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.