

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Conventions of Standard English	<b>Grade level:</b>	6
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### Standards Relating to Conventions of Standard English

6.L.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, and possessive).
- b. Use intensive pronouns (e.g., myself, ourselves, etc.).
- 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.

6.L.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; consult references as needed.

### Conventions of Standard English: Relevance and Essential Questions: What's the point?

<i><b>Essential Questions</b></i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i><b>Big Idea Statements</b></i> <i>(What students need to discover)</i>
How do we write or say something that looks and sounds right?	Students need to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
How do we use pronouns in writing and/or speaking?	Students need to recognize and correctly use pronouns.
How do we become editors?	People need to be able to edit their work correctly to allow readers to gain an understanding of their writing.

### Learning Progression: Conventions of Standard English (6.L.1 6.L.2)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.</li> <li>b. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>d. Recognize and correct inappropriate shifts in verb</li> </ol>	<p><b>6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <ol style="list-style-type: none"> <li><b>a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).</b></li> <li><b>b. Use intensive pronouns (e.g., myself, ourselves, etc.).</b></li> <li><b>c. Recognize and correct inappropriate shifts in pronoun number and person.</b></li> <li><b>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</b></li> <li><b>e. Recognize variations from</b></li> </ol>	<p>7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence.</li> <li>d. Recognize and correct misplaced and dangling modifiers.</li> </ol>

<p>tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p><b>standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</b></p>	
<p>5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use commas to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no, 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?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>a. Use punctuation (commas, parentheses, dashes) to set off non-restrictive/parenthetical elements.</b></p> <p><b>b. Spell correctly; consult references as needed.</b></p>	<p>7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).</p> <p>b. Spell correctly; consult references as needed.</p>

<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural/ Application)</b>
<p><b>6.L.1</b></p> <ul style="list-style-type: none"> <li>Know and correctly use all parts of speech (noun, verb, adverb, adjective, etc.)</li> <li>Basic sentence structure</li> </ul> <p><b>6.L.2</b></p> <ul style="list-style-type: none"> <li>Application of correct capitalization, punctuation, and spelling rules.</li> <li>Knowledge of punctuation rules</li> <li>Identification of misspelled words</li> </ul>	<p><b>6.L.1</b></p> <p>Understand and correctly use pronouns, (subjective, objective, possessive; singular, plural; first, second and third person pronouns; antecedent, indefinite, vague, and intensive pronouns)</p> <p><b>6.L.2</b></p> <p>Punctuation, including commas, dashes, and parentheses, are used to separate items.</p> <p>Application of spelling rules</p> <p>Recognize variations from standard English</p>	<p><b>6.L.1</b></p> <p>Students will show their understanding of the conventions of standard English grammar when writing or speaking.</p> <p>There is an emphasis on pronoun usage at the sixth grade level.</p> <p>Recognize variations from standard English (e.g., slang, figurative language, etc.)</p> <p><b>6.L.2</b></p> <p>Students are able to use standard conventions to purposefully communicate intention and meaning to their reader through routine modeling and practice (e.g., grammatical mini- lessons, editing conferences, and writers' workshop)</p>

		<p>Use commas, dashes, and/or parentheses</p> <p>Understand and punctuate nonrestrictive/parenthetical elements</p> <p>Spell correctly</p>
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**Student Friendly Language**

**6.L.1**

I can show that I know how to use correct language and grammar when I write and speak.  
 I can make sure that pronouns are used correctly in sentences (as subjects, as objects, or as possessives).  
 I can use intensive (reflexive) pronouns correctly (myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves).  
 I can recognize and correct inappropriate shifts in pronoun number and person.  
 I can recognize and correct vague pronouns (those with unclear antecedents).

**6.L.2**

I can show that I know how to correctly capitalize, punctuate, and spell standard English in my writing.  
 I can use commas, parentheses, and dashes to set off specific elements in my writing.  
 I can spell words correctly.

**Key Vocabulary**

**6.L.1**

- Language conventions
- Standard English
- Proper case
- Intensive pronoun
- Vague pronouns
- Conventional language
- Antecedent
- Subject pronoun
- Object pronoun
- Possessive pronoun

**6.L.2**

- Phrase
- Clause
- Nonrestrictive
- Parenthetical element

**Relevance and Applications:** How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

We need to know this in order to be able to write and speak using correct grammar in future situations such as job interviews, job applications, college applications, scholarship applications, formal/informal essays/writing assignments, job/school presentations, etc.

We need to know this in order to communicate with others in a written form either at home, school or on the job. This is especially necessary when texting or using any other form of technology to communicate effectively with others. When appropriate usage of conventions and punctuations are lacking in conversation or writing, people are perceived poorly.

**Resources**

<https://doe.sd.gov/octe/ELA-resources.aspx>

## Achievement Level Descriptors

### Conventions of Standard English:

6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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- Use intensive pronouns (e.g., myself, ourselves, etc.).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Spell correctly; consult references as needed.

Level 1	Level 2	Level 3	Level 4
<p>In writing and speaking, students should be able to</p> <ul style="list-style-type: none"> <li>Minimally apply little standard English grammar, usage, and mechanics, including proper case of pronouns, intensive pronouns, shifts in pronoun number and person, vague pronouns, capitalization, commas, parentheses, dashes and correct spelling; while recognizing few variations from standard English in their own writing.</li> </ul>	<p>In writing and speaking, students should be able to</p> <ul style="list-style-type: none"> <li>Partially apply some standard English grammar, usage, and mechanics, including proper case of pronouns, intensive pronouns, shifts in pronoun number and person, vague pronouns, capitalization, commas, parentheses, dashes and correct spelling; while recognizing some variations from standard English in their own and others' writing and implementing strategies to improve.</li> </ul>	<p>In writing and speaking, students should be able to</p> <ul style="list-style-type: none"> <li>Adequately apply standard English grammar, usage, and mechanics, including proper case of pronouns, intensive pronouns, shifts in pronoun number and person, vague pronouns, capitalization, commas, parentheses, dashes and correct spelling; while recognizing variations from standard English in their own and others' writing and implementing strategies to improve.</li> </ul>	<p>In writing and speaking, students should be able to</p> <ul style="list-style-type: none"> <li>Thoroughly apply standard English grammar, usage, and mechanics, including proper case of pronouns, intensive pronouns, shifts in pronoun number and person, vague pronouns, capitalization, commas, parentheses, dashes and correct spelling; while recognizing variations from standard English in their own and others' writing and implementing strategies to improve.</li> </ul>