

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Conventions of Standard English	<b>Grade level:</b>	6
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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> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>	<p>6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>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>7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>

<b>Student Friendly Language:</b>
<p>I can write and speak using pronouns in the proper case (subject, object, possessive, intensive).</p> <p>I can use intensive pronouns (myself, ourselves, etc) correctly.</p> <p>I can recognize if my pronouns agree with their antecedent (noun being replaced)</p> <p>I can correct errors in pronoun/antecedent agreement.</p> <p>I can recognize and correct vague (unclear) pronouns.</p> <p>I can recognize mistakes in my writing and speaking and in the writing and speaking of others.</p> <p>I can use strategies to make improvements in my writing and speaking and in the writing and speaking of others.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Pronoun types                             <ul style="list-style-type: none"> <li>○ subjective</li> <li>○ objective</li> <li>○ possessive</li> <li>○ intensive</li> </ul> </li> <li>● Pronoun shift</li> <li>● Clear antecedent</li> <li>● Standard English</li> <li>● Conventional language</li> </ul>	<p><b>The students will understand that:</b></p> <p>Pronouns need to be used correctly in order for readers/listeners to clearly understand the message.</p> <p>Writers/speakers must focus on the conventions of standard English grammar and usage to communicate effectively.</p>	<p>Analyze pronoun usage and ensure pronouns are used correctly (proper case) in writing and speaking</p> <p>Recognize and correct errors in pronoun and standard English grammar in writing and speaking</p>

**Key Vocabulary:**

usage  
conventions  
pronouns (subjective, objective, possessive, intensive)  
proper case  
vague  
ambiguous  
antecedent  
expression  
variations

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

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

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation 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 (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?).</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>6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</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 but not He wore an old[,] green shirt).</p> <p>b. Spell correctly.</p>

<b>Student Friendly Language:</b>
<p>I can demonstrate how to correctly use conventions (spelling) in my writings.</p> <p>I can demonstrate the correct usage of capitalizations in my writings.</p> <p>I can demonstrate the correct usage of punctuation (commas, parentheses, dashes) to set off lists and phrases in my writing.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Application of correct capitalization, punctuation, and spelling rules.</li> <li>● Knowledge of punctuation rules for commas, parentheses, and dashes</li> <li>● Application of spelling rules</li> <li>● Identification of misspelled words</li> </ul>	<p>Punctuation is used to separate items including commas, dashes, and parentheses.</p> <p>Grade-appropriate words must be spelled and capitalized correctly.</p>	<p>Use punctuation including commas, dashes, and parentheses to set off nonrestrictive/parenthetical elements.</p> <p>Spell grade-appropriate words correctly.</p>

<b>Key Vocabulary:</b>
<div style="display: flex; justify-content: space-between;"> <div style="width: 20%;">conventions dashes</div> <div style="width: 20%;">capitalization elements</div> <div style="width: 20%;">punctuation nonrestrictive elements</div> <div style="width: 20%;">commas <u>parenthetical elements</u></div> <div style="width: 20%;">parentheses</div> </div>

<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>This skill is necessary at home or on the job when communicating with others in a written form. This is especially necessary when texting or using any other form of technology to communicate effectively with others. People are often perceived poorly if their writing skills are poor vs. appropriate usage of conventions and punctuations which can lead to promotions and academic success. Whether going on to college or into the workforce, this skill is used daily to demonstrate all types of skills. In most college courses, a student will be asked to write a paper for that class, at which time a grade will be given for content as well as writing ability and form. If a student is unable to write using the correct conventions, punctuations, and spellings, a lesser grade will often be obtained. In other jobs a person may be asked to write an article or an advertisement for the business they work for demonstrating their writing abilities.</p>

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<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Knowledge of Language	<b>Grade level:</b>	6
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.L.3 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 (a.g. dialects, registers) used in stories, dramas and poems.	6.L.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.*	7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Student Friendly Language:
I can use knowledge of language usage (conventions) by varying sentence patterns for meaning, interest, and style. I can use knowledge of language usage (conventions) by maintaining same form (consistency) in type of writing (style) and author's attitude (tone).

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Style</li> <li>• Tone</li> <li>• Conventions</li> <li>• Consistency</li> </ul>	A variety of sentence patterns can evoke interest and meaning to the reader.  Style and tone should be consistent.	Vary sentence patterns for meaning, reader/listener interest, and style.  Demonstrate consistency in style and tone throughout writing.

Key Vocabulary:
Conventions Style Tone Consistency
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
Keeping the interest of the reading through consistency in the writing is very important because employers are looking for effective writing skills in future employees. Communication skills are imperative in a global world and being able to write and communicate with finesse is essential.

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Vocabulary Acquisition and Use	<b>Grade level:</b>	6
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>L.5.4 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.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> <p>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).</p>	<p>L.7.4 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.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>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 its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning</p>

### Student Friendly Language:

I can figure out the meaning of unknown words and phrases.

I can figure out the meaning of unknown words and phrases by using context (the text surrounding the words).

I can figure out the meaning of unknown words and phrases by using Greek and Latin affixes (prefixes and suffixes) and roots.

I can figure out the meaning, pronunciation, and parts of speech of unknown words and phrases by using reference materials (dictionary, thesaurus).

I can figure out the meaning of unknown words and phrases by verifying that my first guess was correct.

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> <b>The students will understand that:</b>	<b>Do</b> <b>(Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Context clues</li> <li>● Affixes</li> <li>● Greek and Latin roots</li> <li>● Pronunciation</li> <li>● Parts of speech</li> <li>● Reference material</li> </ul>	<p>There are a variety of strategies a reader can use to help correctly determine the meaning of unknown words.</p> <p>Word meanings can be influenced by their position in text as well as the context being used.</p> <p>Sometimes parts of a word can give readers clues to its definition.</p> <p>Reference sources can be used to clarify unknown words and to verify initial inferred meanings.</p>	<p>Determine the correct meaning of unknown words.</p> <p>Use context clues determine to the meaning of words or phrases.</p> <p>Use affixes and roots to help determine the meaning of words.</p> <p>Consult reference materials to help clarify the meaning of a word, its pronunciation, and its part of speech.</p> <p>Verify that a preliminary determination of a word's definition is correct.</p>

**Key Vocabulary:**

multiple-meaning words  
context  
affixes roots  
consult  
reference materials  
precise  
parts of speech  
verify  
infer  
preliminary determination  
flexibly

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Students will encounter a variety of unknown words in all aspects of their lives. For example, they may have to use context clues to determine the meaning of a word or phrase in a newspaper article, magazine article, internet article, college textbook, something on a social network, email, etc.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p>7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). <i>refined, respectful, polite, diplomatic, condescending</i>).</p>

<b>Student Friendly Language:</b>
<p>I can explain (interpret) figures of speech in context.</p> <p>I can use word relationships to better understand the meaning of the words.</p> <p>I can understand the connotation (feelings that a word implies) of a word.</p> <p>I can understand the denotation (definition) of a word.</p> <p>I can distinguish (recognize characteristics) among the connotations (associations) of words with similar denotations (definitions).</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Figures of speech                             <ul style="list-style-type: none"> <li>○ Personification</li> <li>○ Alliteration</li> <li>○ Simile</li> <li>○ Metaphor</li> <li>○ Hyperbole</li> <li>○ Irony</li> <li>○ Onomatopoeia</li> </ul> </li> <li>● <u>Connotation</u></li> <li>● <u>Denotation</u></li> </ul>	<p style="text-align: center;"><b>The students will understand that:</b></p> <p>Writing is enhanced by the use of figures of speech (personification, alliteration, simile, metaphor, hyperbole, irony, onomatopoeia, etc).</p> <p>Knowing relationships between words can help to better understand each word.</p> <p>Words with similar definitions may have different connotations.</p>	<p>Interpret and clarify meaning of figures of speech in context.</p> <p>Use definitions of words that are known to understand word meanings that are unknown.</p> <p>Distinguish connotation of words to choose most the appropriate word.</p>

**Key Vocabulary:**

figures of speech,  
word relationships  
nuances  
connotation  
denotation  
interpret  
distinguish  
an

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Writers often use figures of speech to make the reading more interesting and to give it deeper meaning. Students will be expected to go beyond the obvious meaning of a text and dig deeper to understand its true meaning. Depending on the situation and goals of the writer/speaker, choosing specific word choice is critical to conveying the intended meaning or message. For example, referring to someone as “cheap, thrifty, stingy, or economical” can have a large impact on how the writing or message is interpreted by others.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.L.6 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).	6.L.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.	7.L.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.

<b>Student Friendly Language:</b>
<p>I can use grade appropriate words and phrases that are thoughtfully chosen for a variety of academic contexts (e.g., analyze, grimace, multitude, etc.).</p> <p>I can use grade appropriate words and phrases that are domain-specific (subject specific such as Science) in order to enhance my understanding of content knowledge of a particular subject (e.g., mummification, haiku, igneous, etc.).</p> <p>I can apply vocabulary knowledge when considering the meaning of a word or phrase (e.g., knowledge of Greek and Latin roots and affixes, context clues, part of speech, use in a sentence, etc.).</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● academic text</li> <li>● domain-specific text</li> <li>● vocabulary knowledge                             <ul style="list-style-type: none"> <li>○ comprehension</li> <li>○ expression</li> </ul> </li> </ul>	<p>The meaning and use of accurate words and phrases are important to the comprehension of academic and domain-specific words.</p> <p>The application and usage of vocabulary when considering words and phrases is important to comprehension of expression.</p> <p>The selection of appropriate resources to aid in the gathering of vocabulary is important.</p> <p>Strategies are needed to interpret unknown words and their meanings.</p>	<p>Differentiate between how subtle and/or precise ways to say the same thing (saunter instead of walk) are highly transferable when considering words or phrases for age appropriate usage.</p> <p>Compare domain-specific words to their specificity and their close ties to content knowledge.</p> <p>Effectively understand and apply conversational, academic, and domain-specific vocabulary in a variety of ways.</p>

<b>Key Vocabulary:</b>
<div style="display: flex; justify-content: space-between;"> <span>appropriate strategies</span> <span>academic comprehension</span> <span>context acquire</span> <span>domain-specific accurately</span> <span>enhance</span> </div>

<b>Relevance and Applications:</b>
<p>How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?</p> <p>The expectation of this standard could be applied when interviewing for a job, discussing world events with others, and/or conversing in general throughout life. For example when interviewing for a potential job, the employer might base some of his/her decision on how you, the future employee, answer the questions (especially if it's for a specific job where the employer is looking for domain-specific vocabulary). Another example could be when writing an advertisement for a business that employs you, knowing some specific vocabulary/phrase that might catch a future customer's eye may help increase business for your employer.</p>