

LINCOLN PUBLIC SCHOOLS
English Language Arts Learning Expectations: Grade 6

Massachusetts
Standards

Strand:
Language

Students will be able
to:

Demonstrate command
of the conventions of
standard English
grammar and usage
when writing or
speaking.
(Standard 1)

Big Ideas

- Through the study of English grammar and word usage, students gain more control over their writing and speaking allowing them to deliver more precise messages.
- The English language varies in formality and regional, cultural, and social dialects.
- Words are learned through immersion in word-rich environments, reading across texts and genres, and explicit instruction.

Key Outcomes

Students will demonstrate an understanding of **language** by:

- Demonstrating a command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Standard 2)
- Using knowledge of language and its conventions when writing, speaking, reading, or listening. (Standard 3)
- Determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (Standard 4)
- Acquiring and using accurately grade-appropriate general academic and domain-specific words and phrases; gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Standard 6)

Essential Knowledge and Skills

Students will:

- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., *myself*, *ourselves*).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e. *ones with unclear or*

ambiguous antecedents).

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- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- Use punctuation (*commas, parentheses, dashes*) to set off nonrestrictive/parenthetical elements.
- Spell correctly
- Vary sentence patterns for meaning, reader/listener interest, and style.
- Maintain consistency in style and tone.
- 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., audience, auditory, audible*).
- Consult reference materials (*e.g., dictionaries, glossaries, thesauruses*), both print and digital, to find the pronunciation of a word or determine 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*).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (*Standard 5*)
- Interpret figures of speech (*e.g., personification*) in context.
- Use the relationship between particular words (*e.g., cause/effect, part/whole, item/category*) to better understand each of the words.
- Distinguish among the connotations (*associations*) of words with similar denotations (*definitions*) (*e.g., stingy, scrimping, economical, unwasteful, thrifty*).