**6th Grade Glossary of Elements from the CCSS Language Standards**

Conventions of Standard English

**Standard** (L.6.1) – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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

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| Name | Definition | Examples | Resource(s) |
| **Pronouns** | Pronouns can replace a noun or another pronoun. You use pronouns to make your sentences less cumbersome and less repetitive.Student-friendly language: A word used to take the place of a noun and make your sentences less repetitive. | I, me, we, us, you, she, he, it, him, her, they, them | [www.writingcentre.uottowa.ca](http://www.writingcentre.uottowa.ca)[PBS Kids video](https://www.youtube.com/watch?v=mfGEJJ9g1tI)[Grammar Rock: Pronouns](http://youtu.be/koZFca8AkT0) |
| **Subjective** | Pronouns used as a subject Student-friendly language: Pronouns used as a subject, or renaming the subject. | I, you, he, she, it, we, they, who**Who** wrote the letter?Jane went to the store because **she** forgot eggs. | Purdue OWL |
| **Objective** | Pronouns used as objects of verbs or prepositions | Me, you, him, her, it, us, them, whom**Whom** should I vote for?For **whom** should I vote?Resource: [***Who vs. Whom Rule***](http://www.grammarbook.com/grammar/whoVwhom.asp) | Purdue OWL |
| **Possessive** | Pronouns which express ownership. | My (mine), Your (yours), His/Her (hers), It (its), Our (ours), Their (theirs), Whose | Purdue OWL |

1. Use intensive pronouns

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| Name | Definition | Examples | Resource(s) |
| **Intensive** | A pronoun used to emphasize its antecedent. Intensive pronouns are identical to reflexive pronouns.Student-friendly language: A pronoun that intensifies the antecedent (subject). | I **myself** believe that aliens should abduct my sister.The president attended the rally **himself**. | www.writingcentre.uottawa.ca |

1. Recognize and correct inappropriate shifts in pronoun number, and person.

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| Name | Definition | Examples | Resource(s) |
| **Pronoun Number** | Pronouns should agree in number. If the pronoun takes the place of a singular noun, use a singular pronoun.  | If **a student** parks a car on campus,**he or she** has to buy a parking sticker.If **students** park a car on campus, **they** have to buy a parking sticker. |  Purdue OWL |

1. Recognize and correct vague pronouns (ones with unclear or ambiguous antecedents).

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| Name | Definition | Examples |  |
| **Ambiguous/Vague Pronoun** | Pronouns with unclear or missing antecedent. | Fred visited Bob after **his** graduation.*Who graduated?* |  Purdue OWL |
| **Antecedent** | The noun that is replaced by the pronoun. | Jenny lost her **keys**. Seth helped find **them**.*Keys is the antecedent. Them is the pronoun.* | Purdue OWL |

1. Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

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| Name | Definition | Examples |  |
| **Standard English** | The form of the English language widely accepted as the usual correct form."children often use native forms at home and speak standard English at school"The English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences. | I don’t have no books to bring to school vsI don’t have any books to bring to school.Them didn’t do it.vsThey didn’t do it. | <http://www.oxforddictionaries.com/>dictionary.reference.com |

**Standard** (L.6.2) – Demonstrate command of conventions of Standard English capitalization, punctuation, and spelling when writing.

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

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| Name | Definition | Examples |  |
| **Commas** | Use a pair of commas in the middle of a sentence to set off clauses, phrases, and words that are not essential to the meaning of the sentence. | This restaurant has an exciting atmosphere. The food, *on the other hand,* is rather bland.  | Purdue OWL |
| **Parentheses** | Use parentheses to set off clauses, phrases, and words that are not essential to the meaning of the sentence. Parentheses decrease importance.  | The overnight managers *(Connie on weekdays, John on weekends)*, will prepare bakery goods, coffee, and tea before the morning shift arrives. | Purdue OWL |
| **Dashes** | Use dashes to set off clauses, phrases, and words that are not essential to the meaning of the sentence. Dashes increase importance.  | The chemistry student began to say, “An organic solvent will only work with-“ when her cell phone rang.There was only one person suited to the job- Mr. Lee. | Purdue OWL |

1. Spell correctly.

**Standard** (L.6.3) – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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| Name | Definition | Examples | Resource(s) |
| **Style** | The way you write, as opposed to what you write about. It results from things like word choice, tone, and syntax. | Writing in simple, direct sentences, using few adjectives. | fictionwriting.about.com |

1. Maintain consistency in style and tone.

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| Name | Definition | Examples | Resource(s) |
| **Tone** | Tone is reflective of your mood as you are writing.  | Tone can be joyful, serious, humorous, sad, threatening, formal, informal, pessimistic, and optimistic. | examples.yourdictionary.com |

**Standard** (L.6.4) – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.

1. Use context (the overall meaning of a sentence or paragraph; a word’s position of function in a sentence) as a clue to the meaning of a word or phrase.

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| Name | Definition | Examples | Resources |
| **Context clue** | The part of a text or statement that surrounds an unfamiliar word or passage and determines its meaning. | Brian and the pilot sat in the cockpit of the plane. (cockpit refers to the control center of the plane.) | [Dictionaray](http://www.thefreedictionary.com) |

1. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

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| Name | Definition | Examples | Resourc(s) |
| **Greek and Latin roots** | The root word is also a word in its own right. For example, the word *lovely* consists of the word *love* and the suffix *–ly*.In contrast, a *root* is the basis of a new word, but it does not typically form a stand-alone word on its own. For example, the word *reject* is made up of the prefix *re-* and the Latin root *ject*, which is not a stand-alone word. | Latin root – “*aqua*” and the definition is water. **Example –** Aquamarine, aquarium.Greek root – “*bio*” and the definition is life.**Example:** Biography, biology. | <http://www.readingrockets.org> |
| **Greek and Latin affixes** | Many new words are formed by adding an affix to the beginning or end of a Latin or Greek root or root word. When affixes are added to the beginning of roots or root words, they are called prefixes. When affixes are added to the end of roots or root words, they are called *suffixes*. | Prefix is *“anti”* and the definition is against.**Example:** anticlimaxSuffix is *“able or ible”* meaning is; can be.**Example:** afford*able*, sens*ible*. | http://www.readingrockets.org |

1. Consult reference materials (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.
2. Verify the preliminary determination of the meaning of a word or phrase (by checking the inferred meaning in context or in a dictionary).

**Standard** (L.6.5) – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figures of speech (personification) in context.

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| Name | Definition | Examples | Resource(s) |
| **Personification** | Language that gives an object human characteristics. | The stars *danced* playfully in the moonlit sky.The run down house appeared *depressed*. |  Purdue OWL |

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

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| Name | Definition | Examples | Resource(s) |
| **Cause/Effect** | The claims argue that one person, thing, or event caused another thing or event to occur. | The popularity of SUV’s in America has caused pollution to increase. |  Purdue OWL |

1. Distinguish among the connotations (associations) of words with similar denotations (definitions).

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| Name | Definition | Examples | Resource(s) |
| **Connotations** | - The emotions and associations connected to a word is known as its connotative meaning. Depending on our experiences, certain words have a positive, negative, or neutral connection. | Childish and childlike implies that someone is immature, but youthful infers that someone is lively and energetic. | Yourdictionary.com |

**Standard** (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.