Welcome to the collection of grammar resources for 6th grade. **Please read** [**this document**](https://docs.google.com/document/d/1Puw9Rc0BL4qV2QU5A6cRk_ez3AVYAp2ZV0iOqIOD_o8/edit) **first.**

**Curriculum Calendar for Grammar Across the Writing Process: 6th Grade**

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|  | **Writer’s Notebook/**  **Personal Narrative** | **Argument Paragraph** | **Literary Essay** | **Information Essay** | **Argument Letter** |
| **Generating/Notebook** |  | Reminder - 5th Grade:  Capitalization & end punctuation | \*L.6.3a: Sentence Variation  Introduce: \*L.6.3b: Style  Tone | L.6.1a: Subjective  Objective Pronouns  \*L.6.2a:  Parenthesis Comma Dash | \*L.6.1e: Expression in Conventional Language |
| **Drafting** | Reminder - 5th Grade:  Sentence Types  Capitalization & end punctuation  [L.6.1 - Pronoun Review/Overuse](https://docs.google.com/document/d/12HgGeq9jzWYtEfVWftN9d7rwx_QxTOMwEG8L4DjEAGY/edit) | L.6.1a Pronoun Case (Subjective)  L.6.1a Pronoun Case (Objective)  \*L.6.1c :Pronoun Number | \*L.6.1d: Pronoun  Antecedent  \*L.6.1d: Pronoun  ambiguous/vague  \*L.6.2a: Parentheses Comma Dash | \*L.6.1e: Expression in Conventional Language | L.6.1a Pronoun Case (Possessive)  \*L.6.3b: Tone  \*L.6.3a: Sentence Variation |
| **Revision** | [L.6.1a Pronoun Case (Subjective)](https://docs.google.com/document/d/1bCXG8ZxH4oj1ZGaC7iC91r78SH9j6IqnToo3pPYHvNI/edit)  [L.6.1a Pronoun Case (Objective)](https://docs.google.com/document/d/1mJtc2eKCNMUPvpob8VYK5_tynEZurCjNSsPTiRJ4m1M/edit)  [L.6.1b: Pronoun, Intensive](https://docs.google.com/document/d/1AGKX6KTD7j7D5hC-YztaHhbW3uYuejEQiTyhE91pY08/edit)  \*[L.6.1c: Pronoun, Number](https://docs.google.com/document/d/1Igo3PmQOv0MEbOwSzle47AeAz6WPa4nXBrfN4y9lMgM/edit) | [\*L.6.1d: Pronoun Antecedent](https://docs.google.com/document/d/1YkYznuRvxi0AQIF11WrStUH21pigrSSSuRhE6OR6mAk/edit)  [ambiguous/vague](https://docs.google.com/document/d/1YkYznuRvxi0AQIF11WrStUH21pigrSSSuRhE6OR6mAk/edit)  \*[L.6.2a: (1 of 3) Parentheses to set off nonrestrictive elements-](https://docs.google.com/document/d/1YhwdajtmrK3LBVjFoDSaPNRhdub6_EsD5eL6WhRN4sE/edit)  \*[L.6.2a: (2 of 3) Dash](https://docs.google.com/document/d/1x0BQYuPVYJXzJHPT5jmb0Dwmr-iBtv2NZ1GDpqc3zNE/edit)  \*[L.6.2a:(3 of 3) Comma](https://docs.google.com/document/d/1XSboD8zvgNhHn4fwqFzNIAS8YQvMhYR4v7gaO7GumJg/edit) | \*L.6.1e: Expression in Conventional Language  (mini lesson to be posted before 7-1-15)  [L.6.1a Pronoun Case (Possessive)](https://docs.google.com/document/d/1dROgqiaIZ_0616tjqPcQ8d7A_l4czSPgxBktzLRHM94/edit)  \*[L.6.3a: Sentence Variation](https://docs.google.com/document/d/14O8wBHIEfeqqq-envgMZgfirXNdFzovxkuPJ98Q8HZE/edit) | \*[L.6.3b: Tone](https://docs.google.com/document/d/10U8TEz9q9ydb7bacbkmJZeFC0fdNFguCV3XjNpV9XuQ/edit) | Revisit standards as needed in mini lessons, mid-workshop teaching points, or small strategy groups. |

[**6th Grade Grammar Glossary**](https://docs.google.com/document/d/1yi_n_E1hGzkbmn-bkETXTA9kEJ1-V0a9ajQ0i5yxT78/edit?usp=sharing) This is a reference document created by teachers for teachers. This glossary will support consistent teacher definitions and usage of the grammar concepts from the standards.

**Note:**  The Michigan Language Standards acknowledge that several grammar skills introduced in elementary and middle school grades will need additional teaching in subsequent grades as students work with increasingly complex and sophisticated material. These standards are marked with an asterisk and are included in the Learning Progressions chart linked [here](https://drive.google.com/open?id=0B_8mGCbC6qthM2lhY2JfVUpMaVk&authuser=0).

**Complete Text of the Grammar Standards Included in the 6th Grade Calendar**

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

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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.\*
2. Maintain consistency in style and tone.\*

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| **Standards not covered in the Curriculum Calendar for Grammar Across the Writing Process: 6th Grade**  ***DISCLAIMER- the calendar designed above addresses the sixth grade language standards that naturally fit into the writing process and/or the MAISA writing units. There are additional language standards that will need to be addressed through additional writing activities, word study and/or reading instruction.***  **Example:**L.6.2.B Spell correctly.  **Additional standards not addressed :**  L.6.4.A Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).  L.6.4.B 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.  L.6.4.C 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).  L.6.5.A Interpret figures of speech (e.g., personification) in context.  L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  L.6.5.C Distinguish among the connotations (associations of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).  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. |