

Wayne

Township Public Schools

Wayne, New Jersey

**Department of Secondary Education
Grade 6 Grammar Curriculum Guide**

November 2018

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This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)

Approved by the Wayne Township Board of Education at the regular meeting held on
November 15, 2018

Wayne Township Public Schools
Grade 6
Grammar Curriculum
 Approved November 2018

Content Area:	ELA Grammar
Grade Level/Course:	ELA 6
Unit Plan Title:	Grade 6 Grammar Unit
Time Frame:	September-June

New Jersey Student Learning Standards for English Language Arts

Anchor Standard for Language: *Conventions of Standard English*

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Progress Indicator for Language

Conventions of Standard English

- L.6.1. 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, possessive).
 - B. Use intensive pronouns (e.g., *myself, ourselves*).
 - 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.

Anchor Standard for Language: *Conventions of Standard English*

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Progress Indicator for Language

Conventions of Standard English

- L.6.2. 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.

Anchor Standard for Language: *Knowledge of Language*

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Progress Indicator for Language

Knowledge of Language

- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- B. Maintain consistency in style and tone.

Anchor Standard for Language: Vocabulary Acquisition and Use

NJSLSA.L4. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Progress Indicator for Language

Vocabulary Acquisition and Use

- 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.
 - 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.
 - B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
 - 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.
 - 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).

Anchor Standard for Language: Vocabulary Acquisition and Use

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings

Progress Indicator for Language

Vocabulary Acquisition and Use

- L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., personification) in context.
 - B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

Anchor Standard for Language: Vocabulary Acquisition and Use

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career

Progress Indicator for Language

Vocabulary Acquisition and Use

- 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.

Interdisciplinary Standards: New Jersey Student Learning Standards for Science Grades 6-8

MS-LS3-1

Cite specific textual evidence to support analysis of science and technical texts.

MS-LS3-2

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

Interdisciplinary Standards: New Jersey Student Learning Standards for Social Studies Grades 6-12

6.1 U.S. History: America in the World:

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Content Statement:

1. **Three Worlds Meet:** *Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.*
 - 6.1.8.C.1.b: Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
3. **Revolution and the New Nation:** *Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.*
 - 6.1.8.C.3.c: Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
5. **Civil War and Reconstruction:** *The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.*
 - 6.1.8.D.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.
 - 6.1.8.D.5.b: Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.

6.3 Active Citizenship in the 21st Century:

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Content Statement:

1. Active citizens in the 21st century: Recognize the causes and effects of prejudice on individuals, groups, and society. Recognize the value of cultural diversity, as well as the potential for misunderstanding. Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. Listen open-mindedly to views contrary to their own. Collaboratively develop and practice strategies for managing and resolving conflict. Demonstrate understanding of democratic values and processes. Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. Challenge unfair viewpoints and behaviors by taking action. Make informed and reasoned decisions. Accept decisions that are made for the common good.

- 6.3.8.A.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.D.1: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Interdisciplinary Standards: 2014 New Jersey Visual and Performing Arts

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Strand C Theater: Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.

- **1.1.8.C.1:** Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different [historical eras](#).

2014 New Jersey Core Curriculum Content Standards: Technology

8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

New Jersey Student Learning Standards for 21st Century Life and Careers

9.1.8.A.1	Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.
9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

Unit Summary

This year-long unit focuses on the usage and mechanics of writing, speaking, and listening. The two major concepts from the Conventions of Standard English are the focus on pronoun identification and usage, as well as, the focus on offsetting commas, parentheses, and dashes. The main element for Knowledge of Language is sentence variation and maintaining style and tone. The activities are designed in consecutive order: nouns, verbs, subjects, predicates, sentence types, comma, dialogue, punctuation, capitalization, pronoun, preposition, adjective, adverb, conjunction, interjection, and end punctuation. Using this order will incorporate previous skills, build a writing repertoire, and

provide the foundation for seventh grade. In addition, this unit will also focus on building a student's vocabulary skills by having them be able to define higher level words using word roots and context clues.

Essential Question(s)

- Why we do write?
- How can you alter writing to reach a specific audience?
- How can writers use nouns/pronouns to help meaning become varied?
- How do writers use the parts of speech effectively?
- How and why are structure and mechanics important to writing?
- Why should different types of sentences and lengths of sentence be used in writing?
- How can using punctuation marks help create interesting sentences?
- How can utilizing word roots and context clues help students define challenging, unfamiliar words?

Enduring Understandings

- We write to communicate.
- Writing can be altered through the use of transition words, punctuation, and syntax.
- That appropriate noun/pronoun usage is essential to the enrichment of conventional language.
- Understanding the parts of speech can help people become stronger speakers and writers of the English language.
- We use structure and mechanics to convey precise meaning and clear communication.
- Different types of sentences and lengths are used to make writing varied for many audiences.
- The audience determines style and tone through the use of punctuation.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply 21 st Century Themes		Check all that apply 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

NJSLS	Student Learning Targets/Objectives	Learning/Instructional Activities
Language L.6.1 L.6.2 L.6.3 L.6.6 Technology & 21st Century 8.1.8.A.2 8.1.8.A.3	<ol style="list-style-type: none"> 1. SW understand/identify <u>nouns</u> and <u>verbs</u> 2. SW identify and use Subjects/Predicates to develop sentence variety. <ul style="list-style-type: none"> • Simple 	<ol style="list-style-type: none"> 1. Apply pronouns effectively into sentences to match specific antecedents. 2. Write descriptive sentence describing an image 3. Use varied adjectives and adverbs in narrative writing.

<p>9.1.8.A.1 9.1.8.A.3</p> <p><u>Interdisciplinary</u> 6.3.8.D.1 MS-LS3-2</p>	<ul style="list-style-type: none"> ● Complete ● Compound <p>3. SW define, identify, and utilize within writing the following parts of speech:</p> <ul style="list-style-type: none"> ● Pronoun ● Preposition ● Adjective ● Adverb ● Conjunction ● Interjection 	<p>4. Use of the website NoRedInk</p> <p>5. Newsela linked with social studies curriculum to teach sentence variety and use for grammar practice.</p> <p>6. Scope or Action Magazine for grammar practice.</p>
<p><u>Language</u> L.6.2 L.6.3 L.6.6</p> <p><u>Technology & 21st Century</u> 8.1.8.A.2 8.1.8.A.3 9.1.8.A.1 9.1.8.A.3</p> <p><u>Interdisciplinary</u> 6.3.8.D.1 MS-LS3-2</p>	<p>1. SW ensure all capitalization rules are being used within writing.</p> <p>2. SW recognize where proper punctuation belongs including:</p> <ul style="list-style-type: none"> ● end marks ● commas ● quotation marks ● apostrophes ● parenthesis ● dashes 	<p>1. Post-writing edits</p> <p>2. Peer-editing</p> <p>3. Focus Correction Area (FCA's)</p> <p>4. Diagnostic mini-lessons as needed</p> <p>5. Daily language review</p> <p>6. Transition words</p> <p>7. Interactive notebook</p> <p>8. Newsela linked with social studies curriculum to teach sentence variety and use for grammar practice.</p>
<p><u>Language</u> L.6.1 L.6.2 L.6.3 L.6.6</p> <p><u>Technology & 21st Century</u> 8.1.8.A.2 8.1.8.A.3 9.1.8.A.1 9.1.8.A.3</p>	<p>1. SW identify and use various sentence types to strengthen meaning.</p> <ul style="list-style-type: none"> ● Simple, compound, complex ● Run-ons/fragments 	<p>1. Style and Tone: write a narrative using specific tones</p> <p>2. Examine mentor texts identifying specific tones</p> <p>3. Newsela linked with social studies curriculum to teach sentence variety and use for grammar practice.</p>

<p><u>Interdisciplinary</u> 6.3.8.D.1 MS-LS3-2</p>	<ul style="list-style-type: none"> ● Declarative ● Interrogative ● Exclamatory ● Imperative 	
<p><u>Language</u> L.6.4 L.6.6</p> <p><u>Technology & 21st Century</u> 8.1.8.A.2 8.1.8.A.3 9.1.8.A.1 9.1.8.A.3</p> <p><u>Interdisciplinary</u> 6.3.8.D.1 MS-LS3-2</p>	<ol style="list-style-type: none"> 1. SW have a basic understanding of how to use a dictionary and thesaurus 2. SW use Greek and Latin Roots to determine the meaning of words 3. Students will use context clues to determine the meaning of words/phrases 	<ol style="list-style-type: none"> 1. Greek and Latin roots, how to create words and meaning utilizing the roots, using a dictionary, connotation vs denotation 2. Finding the definitions of words using context clues within a larger text/story 3. Newsela and nonfiction articles linked with social studies and science curriculum to teach vocabulary and use for grammar practice.
<p><u>Language</u> L.6.5 L.6.6</p> <p><u>Technology & 21st Century</u> 8.1.8.A.2 8.1.8.A.3 9.1.8.A.1 9.1.8.A.3</p> <p><u>Interdisciplinary</u> 6.3.8.D.1 MS-LS3-2</p>	<ol style="list-style-type: none"> 1. SW define, identify, apply figurative language within writing/reading to clarify meaning and improve comprehension. <ul style="list-style-type: none"> ● Idiom ● Simile ● Hyperbole ● Alliteration ● Metaphor ● Personification ● Onomatopoeia ● Oxymoron 	<ol style="list-style-type: none"> 1. Figurative Language QR Code Station Activity 2. Flocabulary Video 3. Draw or act out examples of each type 4. Identify the use of figurative language in a selected text. 5. Create character descriptions using figurative language 6. Interpret writer's purpose of figurative language 7. Newsela linked with social studies and science curriculum to teach sentence variety and use for grammar practice.
<p><u>Language</u> L.6.4 L.6.6</p> <p><u>Technology & 21st Century</u></p>	<ol style="list-style-type: none"> 1. SW identify a prefix? 2. SW identify a suffix? 	<ol style="list-style-type: none"> 1. Create words and meaning using prefixes and suffixes

<p>8.1.8.A.2 8.1.8.A.3 9.1.8.A.1 9.1.8.A.3</p> <p>Interdisciplinary 6.3.8.D.1 MS-LS3-2</p>	<p>3. SW gain basic dictionary and thesaurus knowledge</p>	<p>2. Be able to use dictionary/thesaurus to create words using various roots.</p> <p>3. Newsela and nonfiction articles linked with social studies and science curriculum to teach vocabulary and use for grammar practice.</p>
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Integrated accommodations and modifications for the following students:

Special Education ELL At Risk Gifted and Talented 504

- **Differentiation Strategies for Special Education Students**
- **Differentiation Strategies for ELL Students**
- **Differentiation Strategies for At Risk Students**
- **Differentiation Strategies for Gifted and Talented Students**
- **Differentiation Strategies for 504 Students**

Assessments

B=Benchmark F = Formative S = Summative A/PB = Alternative

1. B= [Grammar Pre-Test](#)
 - [pretest alternatives](#)
 - Printables:
 - Track 1-A
 - [Modified 1](#), [Diagnostic- Modified 2](#)

2. F= Teacher-Made Assessments
 - [Dialogue formatting](#)
 - [NoRedInk.com](#)
 - [LearnZillion grammar units. Video lessons with printables for practice](#)
 - Worksheets based on specific targeted skills, examples:
 - [nouns](#)
 - [Parts of Speech](#), [Part of Speech review](#)
 - [Prepositions](#)
 - [Adverbs](#)
 - [Conjunctions](#)
 - [Adjectives](#)

3. F= [4 Types of Sentence](#)

4. F= [Vocabulary-in-Context Story](#), [Vocabulary List Sheet](#), [PARCC-Style Questions](#), [Questions Key](#)
5. S= [Pronoun Assessment](#)
6. S=[Novel Story Continuation - Rubric](#)
7. S=[Edulastic Summative Assessments](#)
8. S= [Adjectives Assessment](#), [Assessment Resource](#)
9. ALT=[Comic Strip Dialogue](#)
10. ALT= [Parts of Speech Bingo](#)
11. B/S= [Literary Analysis Essay](#) (SGO), [Text 1](#), [Text 2](#)
12. ALT= Figurative Language [QR Code Station Activity](#), [QR Codes](#)
13. S= Figurative Language [Quiz](#) (Google Forms)
14. S= Figurative Language [Assessment](#) Track 1A

Resources

May include but are not limited to:

- Write Source, p.566 Roots Lists
- ereadingworksheets.com
- Prentice Hall, Writing and Grammar, Communication in Action, Copper Level, part 2: Grammar, Usage, and Mechanics
- Daily Oral Language Workbook
- Figurative Language- [ISHAMPOO](#)
- Daily Language Review (DLR Workbooks)
- Literary Analysis Essay
- Narrative writing
- Research Simulation Task writing
- [Novel Story Continuation - Rubric](#)
- [Comic Strip Dialogue](#)
- Vocabulary-In-Context: [Vocabulary-in-Context Story](#), [Vocabulary List Sheet](#), [PARCC-Style Questions](#), [Questions Key](#)
- [Figurative Language in Music](#)

Other Evidence: graded quizzes and tests, student-teacher conference

Student Self Assessment & Reflection:

- Journals
- Peer Editing Checklist, using Scholastic [Copy Editing Marks](#)

Technology-Based Resources:

- <https://www.mrnussbaum.com/xsurgeons/>
- [LearnZillion grammar units. Video lessons with printables for practice](#)
- [Edulastic Summative Assessments](#)
- [NoRedInk.com](#)
- [Kahoot](#)
- [Pronoun Games](#)
- [Quizlet Grammar Flashcards](#)
- [BrainPop](#)

Track 1-A:

- How do authors use grammar as a tool for writing?
- Explain why the writer used three different end marks

Differentiation:

- DLR (Daily Language Reviews)
- Dry Erase sentence strips
- [ReadingPlus.com](#)
- [Lexia Assessments](#)
- Identify proper nouns in a picture
 - upload pictures with sights, people, places, and things for students to evaluate.
- [Edulastic Summative Assessments](#)
- [NoRedInk.com](#)
- [Kahoot](#)
- [Pronoun Games](#)
- Madlib Examples: [Madlibs 1](#), [Madlibs 2](#), [Madlibs 3](#)

Additional Resources:

- [Barron's Painless Grammar](#)

- [*Hot Fudge Monday*](#)