

Simple Solutions

Common Core English Grammar & Mechanics 6

Common Core State Standards Addressed in Grade 6

The Grade 6 edition of *Simple Solutions Common Core English Grammar & Mechanics* includes material associated with 34 of the Common Core State Standards for English Language Arts (11 review standards and 23 sixth-grade standards). The code for each lesson or quiz item indicates the standard that is addressed or supported by that item.

Review Standards

L.4.1f	L.5.2a
L.4.1g	L.5.2b
	L.5.2c
L.5.1a	L.5.2d
L.5.1b	
L.5.1d	L.5.5c
L.5.1e	

Grade 6 Standards

L.6.1*	L.6.5a	W.6.2a
L.6.1a	L.6.5b	W.6.5
L.6.1b	L.6.5c	
L.6.1c		
L.6.1d		
	RI.6.1	
	RI.6.2	
L.6.2a	RI.6.4	
L.6.2b	RI.6.6	
	RI.6.8	
L.6.3*		
	RH.6-8.8	
L.6.4a		
L.6.4b		
L.6.4c		
L.6.4d		

* **Publisher's Notes:**

Simple Solutions items coded as **L.6.1** address the characteristics of the parts of speech. For example, items having to do with “nouns” cover common/proper, singular/plural, possessive, collective, and abstract, as well as the functions of nouns in a sentence (subject, object, predicate nominative).

Simple Solutions items coded as **L.6.3** address aspects of sentence writing, for example, the four sentence types, effective use of punctuation, parts of a sentence, subject-verb agreement, and sentence structure (simple, compound, or complex).

In the Topic Guide, the lesson number given indicates the first time the standard is addressed.

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Review Standards from Previous Grades

CCSS

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons	L.4.1f
Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>)	L.4.1g
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences	L.5.1a
Form and use the perfect verb tenses (e.g., <i>I had walked; I have walked; I will have walked</i>)	L.5.1b
Recognize and correct inappropriate shifts in verb tense	L.5.1d
Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>)	L.5.1e
Use punctuation to separate items in a series	L.5.2a
Use a comma to separate an introductory element from the rest of the sentence.....	L.5.2b
Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>)	L.5.2c
Use underlining, quotation marks, or italics to indicate titles of works	L.5.2d
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words	L.5.5c

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Topic Guide

<u>Topic</u>	<u>Lesson #</u>	<u>CCSS</u>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 1 <i>(includes understanding the functions of all eight parts of speech in general and in particular sentences)</i>	1	L.6.1
Use knowledge of language and its conventions when writing, speaking, reading, or listening 1 <i>(includes parts of a sentence, subject-verb agreement, expanding and combining simple, compound, and complex sentences, the four sentence types, and effective use of punctuation)</i>	1	L.6.3
Interpret figures of speech (e.g., personification) in context 4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	4	L.6.5a
Language standards 1–3 up to and including grade 6.) 11 Spell correctly 15 <i>(includes practice with all previously taught spelling rules)</i>	11	W.6.5
Spell correctly 15 <i>(includes practice with all previously taught spelling rules)</i>	15	L.6.2b
Ensure that pronouns are in the proper case (subjective, objective, possessive) 20 <i>(includes review of relative and interrogative pronouns)</i>	20	L.6.1a
Use intensive pronouns (e.g., myself, ourselves) 37 <i>(includes distinction between intensive and reflexive pronouns)</i>	37	L.6.1b
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words 37	37	L.6.5b

Topic Guide (continued)

<u>Topic</u>	<u>Lesson #</u>	<u>CCSS</u>
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>)	38	L.6.4b
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	38	L.6.4c
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements	39	L.6.2a
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	43	L.6.4a
Recognize and correct inappropriate shifts in pronoun number and person	45	L.6.1c
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)	50	L.6.4d
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1)	59	RI.6.1
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RL.6.2)	59	RI.6.2
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text	59	RI.6.6
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>)	73	L.6.5c
Distinguish among fact, opinion, and reasoned judgment in a text	73	RH.6-8.8
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)	75	L.6.1d

Topic Guide (continued)

<u>Topic</u>	<u>Lesson #</u>	<u>CCSS</u>
Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension	77	W.6.2a
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings (RL.6.4)	79	RI.6.4
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.....	109	RI.6.8