

# Sixth Grade Skills: Scope and Sequence

Skill instruction comes from two sources: direct instruction by the classroom teacher on the new focus skill(s) each week and the use of DLI daily tasks to provide guided practice for those skills. During 30 weeks, this combination will effectively introduce new skills, review and practice previously taught skills, and hold students accountable on skills for which mastery should be achieved.

## Capitals

Introduce

- titles of people, historical events, and nationalities/languages

Review and Practice

- proper adjectives
- words not to capitalize
- proper nouns for landforms, bodies of water, organizations and product names
- proper nouns: special places, each word in the name of a company or building
- first word of a sentence in a direct quotation
- titles of books, plays, articles, and video recordings

Hold Accountable

- in friendly/business letters ( greeting: **Dear Sean** and closing: **Your friend,** )
- abbreviations/initials
- names of places
- first word of every sentence
- the pronoun **I**
- proper nouns for names of *people, streets, cities, states, countries, months, days of the week, and holidays*

## Commas

Introduce

- after introductory elements including dependent clauses

Review and Practice

- to set off mid-sentence dates and city/state
- words and phrases in a series
- after introductory prepositional phrases of five or more words
- with a conjunction to form a compound sentence
- in geographical locations (**Grand Canyon / Africa**)
- after **Yes, No,** and other introductory words
- after sequence words ( **First,** take out a pan.)
- to separate a direct address (**Mario,** we are ready to go.)
- in conversation to separate the quotation (**Jason said,** "I was nine in June." )

Hold Accountable

- commas to separate words in a series (I ate **eggs, bacon, and** pancakes.)
- between city and state
- between day and year
- after the greeting and closing on a friendly letter

## Apostrophes

Review and practice

- apostrophes in singular and plural possessive nouns
- apostrophes in contractions

## Colons

Introduce: following an independent clause when creating a list

Review: colon after a salutation in a business letter

## Semi-Colons

Review: between two independent clauses in a compound sentence

## End Punctuation

Review and Practice

- exclamation mark after strong interjections (**Wow! No way!**)
- periods after abbreviations

Hold Accountable

- period at the end of statements
- question mark after a direct question
- exclamation mark after sentences showing excitement or a command

**Dialogue**

## Review and Practice

- interrupted quotations
- paragraphing conversation
- quotations at the beginning and end of the sentence
- names of conversation elements: *the tag, the quotation, and quotation marks*
- quotation marks to surround the quotation
- end punctuation positioned inside quotation marks
- comma to separate the quotation from the tag
- first word of a direct quotation is capitalized

**Spelling**

## Review and Practice

- determine when to use a possessive noun vs. a plural noun
- correct spelling of comparative and superlative adjectives and adverbs
- correct spelling of regular and irregular plurals
- correct use and spelling of singular and plural possessive nouns
- correct use and spelling of common homophones and homonyms

## Hold Accountable

- contractions
- correct spelling of high frequency words

**Parts of Speech/Grammar**

## Introduce:

- *introductory elements including dependent clauses*
- *subordinating conjunctions*
- *pronoun case and vague pronoun reference*

## Review and Practice:

- *concrete/abstract nouns, common vs. proper nouns*
- *verbs, action linking/helping verbs, verb phrases*
- *subject/predicate, simple/compound subjects and predicates*
- *consistent verb tense*
- *pronouns, pronoun-antecedent agreement in number and person*
- *adjectives, comparative and superlative adjectives, order of adjectives*
- *adverbs, comparative and superlative adverbs*
- *prepositions, interjections, coordinating conjunctions*

**Agreement**

Introduce: subject/verb and pronoun agreement with either/or and neither/nor

## Review and Practice

- subject/verb agreement with collective nouns (The children is/are in the lunch line.)
- subject/verb agreement with compound subjects (Megan and Stephanie is/are in choir.)
- pronoun-antecedent agreement in number and person

**Parts of a Sentence**

Introduce: complex sentences

## Review and Practice:

- the complete subject/predicate of a sentence
- independent clauses/compound sentences
- fragments and run-on sentences

**Sentence Combining/Expansion**

## Introduce:

- create complex sentences (dependent clause + independent clause)
- combine sentences by using words and phrases in a series

## Review and Practice:

- expand simple sentences with prepositional phrases
- form compound sentences using a comma/conjunction or a semi-colon
- combine sentences/substitute a pronoun for a noun already introduced to the reader
- combine sentences by using appositives

**Other:**

- introduce four reasons to start a new paragraph
- introduce figurative language: simile, metaphor, and personification
- introduce citing sources: MLA formats for print, electronic, and online sources
- review: write the numbers one-nine using words / numbers 10+ using numerals