

Language (L) Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language Standard 1 requires students to demonstrate command of grammar and usage in both writing and speaking to communicate clearly and effectively. This Standard is paired with:

- Language Standards
- Speaking and Listening Standards

Language Standard 1 at a Glance:

- **Grades 3-5:** Students develop more complex grammatical understanding for effective writing and speaking. They use all parts of speech, including conjunctions and interjections. They use verb tenses correctly (past, present, future), ensure subject-verb and pronoun-antecedent agreement, use comparative/superlative adjectives and adverbs and identify and fix sentence fragments and run-ons.
- **Grades 6-8:** Students use conventions, grammar, usage, phrases, clauses, parallel structure, voice, mood, effectiveness. They explain the function of conjunctions, prepositions, and interjections and use active/passive voice and various moods (indicative, imperative, subjunctive). They recognize and correct inappropriate shifts in verb voice and mood
- **Key Words/Terms:** grammar, usage, voice, mood, phrases, clauses, parallelism Clause, phrase, conjunction, interjection, verb tense, subject-verb agreement, pronoun-antecedent agreement, fragment, run-on, modifier

Language Standard 1 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
<ul style="list-style-type: none"> • L.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Recognize and name parts of speech in text presented in a variety of formats. • Identify and explain the differences between parts of speech and their functions. • Demonstrate correct use of parts of speech in oral and written language. • Analyze writing models for correct use of parts of speech. • L1.b Form and use regular and irregular plural nouns. • Identify and define regular and irregular plural nouns in text presented in a variety of formats. • Distinguish between regular and irregular plural nouns. • Apply the correct form and use of regular and 	<ul style="list-style-type: none"> • L1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). • Identify relative pronouns and relative adverbs in text presented in a variety of formats. • Identify the antecedents for relative pronouns. • Demonstrate the appropriate use of relative adverbs to expand sentences. • Apply the use of relative pronouns and relative adverbs in oral and written language. • Analyze writing models for correct use of relative pronouns and relative adverbs. • L1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. • Differentiate between past, present, and future tenses. 	<ul style="list-style-type: none"> • L1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • Differentiate between a sentence, a phrase, and a clause. • Recognize conjunctions, prepositions, and interjections in text presented in a variety of formats. • Combine sentences using appositives, adjectives, adverbs, and prepositional phrases. • Explain and apply rules for using conjunctions, prepositions, and interjections in simple, compound, and complex sentences. • Analyze writing models for correct use of conjunctions, prepositions, and interjections. • L1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
<p>irregular plural nouns in oral and written language.</p> <ul style="list-style-type: none"> • Analyze writing models for correct use of regular and irregular plural nouns. • L1.c Use abstract nouns (e.g., childhood). • Identify and define abstract nouns in text presented in a variety of formats. • Distinguish between types of nouns, e.g., abstract, common. • Demonstrate the use of abstract nouns in oral and written language. • Analyze writing models for correct use of abstract nouns. • L1.d Form and use regular and irregular verbs. • Identify and define regular and irregular verbs in text presented in a variety of formats. • Demonstrate consistent and appropriate use of verb tenses, such as past, present, and future in oral and written language. • Analyze writing models for correct use of verb tenses. • Analyze writing models for correct use and ordering of adjectives. • L1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. • Identify and define verb tenses in text presented in a variety of formats. • Apply the correct use of past, present, and 	<ul style="list-style-type: none"> • Explain the role of auxiliary verbs. • Identify progressive verb tenses in text presented in a variety of formats. • Demonstrate the use of progressive verb tenses in oral and written language. • Analyze writing models for correct use of verb tenses. • L1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions. • Recognize modal auxiliaries and explain their purpose. • Identify rules for using modal auxiliaries. • Demonstrate use of modal auxiliaries in oral and written language. • Analyze writing models for correct use of modal auxiliaries. • L1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). • Identify correct placement of adjectives in sentences. • Revise and strengthen writing to include correctly ordered adjectives. • Analyze writing models for correct use and ordering of adjectives. • L1.e Form and use prepositional phrases. • Identify and explain the purpose of prepositional phrases. 	<ul style="list-style-type: none"> • Identify and form the past participles of verbs. • Form the perfect tenses of verbs using appropriate tense of to have and past participles • Identify and form the past participles of verbs. • Form the perfect tenses of verbs using appropriate tense of to have and past participles. • Differentiate between present perfect, past perfect, and future perfect tenses. • Demonstrate correct use of perfect verb tenses in oral and written language. • Analyze writing models to determine the effect of verb tenses on meaning. • L1.c Use verb tense to convey various times, sequences, states, and conditions • Explain the difference between past, present, and future tenses including perfect tenses. • Recognize verb tense as an organizational aid to understanding text. • Analyze writing models for correct use of verb tenses • L1.d Recognize and correct inappropriate shifts in verb tense. • Identify the time frame and correlating verb tense in text presented in a variety of formats.

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
<p>future tenses of verbs in speaking and writing.</p> <ul style="list-style-type: none"> • Analyze writing models for correct use of verb tenses. • L1.f Ensure subject-verb and pronoun-antecedent agreement. • Identify subjects and verbs in sentences. • Recognize connection between subjects/verbs, i.e., singular subjects with singular verbs and plural subjects with plural verbs. • Recognize agreement between pronouns and antecedents. • Apply correct subject-verb and pronoun-antecedent agreement in speaking and writing. • Analyze writing models for correct subject-verb and pronoun-antecedent agreement. • L1.g Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. • Identify and explain the difference between comparative and superlative. • Identify the correct modifier for given sentences. • Demonstrate the correct use of comparative and superlative adjectives and adverbs in oral and written language. 	<ul style="list-style-type: none"> • Compose sentences using prepositional phrases to modify nouns and verbs. • Strengthen writing by revising to include prepositional phrases. • Analyze writing models for the effective use of prepositional phrases. • L1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Differentiate between grammatically complete sentences, sentence fragments, and run-on sentences. • Identify coordinating conjunctions and explain their role in sentences. • Compose simple and compound sentences using coordinating conjunctions. • Revise incomplete fragments, run-ons by combining sentences and using coordinating conjunctions. • Analyze writing models for complete sentences. • L1.g Correctly use frequently confused words (e.g., to, too, two; there, their). Essential Skills and Knowledge • Identify and distinguish between the multiple meanings, spellings, and pronunciations of homophones and homographs. • Identify the different meanings for given 	<ul style="list-style-type: none"> • Recognize and edit mismatches between time frame and verb tense in writing. • Analyze writing models for effective use of verb tense. • L1.e Use correlative conjunctions (e.g., either/or, neither/nor). • Identify and explain the purpose of correlative conjunctions. • Demonstrate the correct use of correlative conjunctions in sentences. • Analyze writing models for the effective use of correlative conjunctions.

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
<ul style="list-style-type: none"> • Analyze writing models for correct use of comparatives and superlatives. • L1.h Use coordinating and subordinating conjunctions. • Distinguish between coordinating and subordinating conjunctions. • Use conjunctions correctly in combining sentences. • Strengthen writing by revising to combine sentences correctly when appropriate. • L1.i Produce simple, compound, and complex sentences. Essential Skills and Knowledge • Distinguish between a sentence and a fragment. • Distinguish between simple, compound, and complex sentences. • Strengthen writing by revising to use a variety of sentence types 	<p>homophones.</p> <ul style="list-style-type: none"> • Demonstrate and explain correct use of frequently confused words in writing. • Analyze writing models for the effective use of frequently confused words. 	

Language (L) Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language Standard 2 emphasizes proper use of capitalization, punctuation, and spelling. This Standard is paired with:

- Language Standards
- Speaking and Listening Standards

Language Standard 2 at a Glance:

- **Grades 3-5:** Students strengthen their writing by using grade-appropriate punctuation and accurate spelling. They spell correctly with resources. They capitalize titles and important words, use commas in lists, addresses, dates, use quotation marks for dialogue, and spell grade-level words correctly using spelling patterns and reference tools.
- **Grades 6-8:** Students apply conventions to clarify meaning and support writing structure. They use punctuation to indicate pause/break (comma, ellipsis, dash), and indicate omission with ellipsis. Students use correct punctuation with dialogue and quotations, spell complex, multisyllabic, and content-specific words correctly, and edit their writing for consistency and clarity.

Key Words/Terms: Punctuation, semicolon, colon, hyphen, capitalization, spelling, tone, proofreading, quotation marks, commas, dialogue, contractions, possessives, reference materials, homophones, suffixes, parentheses, dashes, ellipses, editing, usage, spell check, conventions

Language Standard 2 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
<ul style="list-style-type: none"> • L2.a Capitalize appropriate words in titles. Essential Skills and Knowledge • Explain the rules for capitalization of titles. • Identify appropriate words to capitalize in given titles. • Analyze writing models for correct capitalization. • L2.b Use commas in addresses. • Identify and demonstrate rules for placement of commas in addresses. • Analyze and edit writing for the correct use of commas. • L2.c Use commas and quotation marks in dialogue. • Recognize and explain the purpose of direct dialogue in text. • Identify capitalization rules for dialogue. • Demonstrate correct placement of comma 	<ul style="list-style-type: none"> • L2.a Use correct capitalization. • Explain the rules for capitalization in sentences and with proper nouns. • Use capital letters correctly in titles and the first word indirect quotations • Analyze writing models for correct capitalization. • L2.b Use commas and quotation marks to mark direct speech and quotations from a text. • Distinguish between direct and indirect dialogue in text. • Identify capitalization rules for dialogue. • Demonstrate correct placement of commas and quotation marks in dialogue. • Analyze and edit writing for correct punctuation of direct speech and quotations. • L2.c Use a comma before a coordinating conjunction in a compound sentence. 	<ul style="list-style-type: none"> • L2.a Use commas and quotation marks to mark direct speech and quotations from a text. • Distinguish between direct and indirect dialogue in text. • Identify capitalization rules for dialogue. • Demonstrate correct placement of commas and quotation marks in dialogue. • Analyze writing models for correct capitalization. • L2.b Identify introductory elements in sentence. • Explain and demonstrate rules for using commas to separate an introductory element from the rest of a sentence. • Analyze writing models to determine the effect of punctuation on meaning. • L2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
<p>and quotation marks in dialogue.</p> <ul style="list-style-type: none"> Analyze writing models for the correct use of punctuation in dialogue. L2.d Form and use possessives. Recognize and distinguish between contractions and possessives. Strengthen writing by revising to include appropriate use of possessives. L2.e Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Identify the correct spellings for grade-level frequently occurring irregular words. Modify spelling of base words as needed when adding inflectional endings and suffixes. Use word processing prompts when appropriate to correct spelling of grade appropriate words. Analyze writing models for correct spelling of high frequency words. L2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Apply previously learned spelling patterns 	<ul style="list-style-type: none"> Identify independent and dependent clauses in compound sentences. Demonstrate use of comma correctly before a coordinating conjunction in a compound sentence. Strengthen writing by revising to include compound sentences. Analyze writing models for the use of compound sentences. L2.d Spell grade-appropriate words correctly, consulting references as needed. Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly. Use knowledge of word structure and word origins to spell grade-appropriate words. Use reference materials to correct or confirm spelling of grade-appropriate words (e.g., dictionaries, thesauruses, including use of the Internet). Use word processing technology when appropriate to demonstrate correct spelling of grade-appropriate words. Analyze writing models for correct spelling. 	<p>question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <ul style="list-style-type: none"> Analyze writing models to determine the effect of punctuation on meaning. Strengthen writing by editing for the correct use of commas after introductory elements. L2.d Use underlining, quotation marks, or italics to indicate titles of works. Identify and distinguish rules for punctuating different types of titles (e.g. books, articles, plays). Demonstrate use of underlining, quotation marks, or italics to identify titles. Analyze writing models for the correct notation of titles. Strengthen writing by editing for the correct notation of titles. L2.e Spell grade-appropriate words correctly, consulting references as needed. Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly. Use knowledge of word structure and word origins to spell grade-appropriate words. Use reference materials to correct or confirm spelling of grade-appropriate words (e.g., dictionaries, thesauruses, including use

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
<p>and generalizations to spell grade appropriate words correctly.</p> <ul style="list-style-type: none"> • Apply knowledge of syllable types to spell multisyllabic words. • Use word processing prompts when appropriate to demonstrate correct spelling of grade-appropriate words. • Analyze writing models for correct spelling. • L2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. • Identify the purpose of a variety of reference materials both print and digital. • Demonstrate use of print and digital reference materials correctly to check and correct spellings. • Use reference materials, including beginning dictionaries, independently when drafting and editing. • Use word processing prompts when appropriate to correct spelling. • Analyze writing models for correct spelling 		<p>of the Internet).</p> <ul style="list-style-type: none"> • Use word processing prompts when appropriate to correct spelling of grade appropriate words. • Analyze writing models for correct spelling.

Language (L) Anchor Standard 3: 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.

Language Standard 3 focuses on writing style and how students think about their audience, syntax, voice, sentence structure and function when developing their writing style. This Standard is paired with:

- Language Standards
- Speaking and Listening Standards

Language Standard 3 at a Glance:

- **Grades 3-5:** Students use language choices to suit tasks, audiences, and purposes. They compare formal and informal language use, adjust word choice and sentence structure based on context, begin revising writing to improve clarity and style. They recognize and adjust style, clarity, revise, sentence fluency, formal vs. informal tone, audience awareness.
- **Grades 6-8:** Students refine their use of language to improve writing effectiveness and impact. They edit and revise for conciseness and clarity, use language to create tone and style, vary sentence patterns for effect, and recognize and adjust inappropriate shifts in voice or tone. They compare formal and informal language use, adjust word choice and sentence structure based on context, and begin revising writing to improve clarity and style.
- **Key Words/Terms:** Style, syntax, audience, purpose, context, arrangement, clarity, revise, sentence fluency, formal vs. informal tone, audience awareness

Language Standard 3 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
<ul style="list-style-type: none"> • L3.a Choose words and phrases for effect. • Recognize and use figurative language. • Choose appropriate words to convey feelings or mood in writing. • Use specific rather than vague language. • Strengthen writing by revising sentences for attention to reader/listener interest. • Analyze writing models or speech for affect of words and phrases on feeling or mood. • L3.b Recognize and observe differences between the conventions of spoken and written standard English. • Identify the differences and similarities between spoken and written language. • Demonstrate conventions of spoken and written English in conversations and writing. 	<ul style="list-style-type: none"> • L3.a Choose punctuation for effect. • Distinguish between literal and nonliteral meanings of words and phrases. • Use dictionaries, glossaries, thesauruses, and multimedia resources to identify and use synonyms for words. • L3.b Strengthen writing by revising sentences for clarity. • Analyze writing models or speech for effect of words and phrases on meaning. • Choose punctuation for effect. • Recognize and explain the purpose of various punctuation marks. • Demonstrate command of conventions of standard English punctuation. • Strengthen writing by revising to use punctuation to indicate feelings and mood. • L3.c Differentiate between contexts that call 	<ul style="list-style-type: none"> • L3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. • Demonstrate command of conventions of standard English grammar and usage. • Strengthen writing by revising to expand, combine, and reduce sentences. • Analyze writing models or speech for effect of sentence types on meaning, reader/listener interest, and style. • L3.b Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems). • Listen to, read, and discuss a variety of texts representing diverse cultures, perspectives, ethnicities, and time periods. • Describe the difference between dialects and registers in the English language.

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
	<p>for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). Essential Skills and Knowledge</p> <ul style="list-style-type: none"> • Recognize situations as requiring formal or informal English. • Adjust language to a variety of situations. • Demonstrate command of conventions of standard English grammar and usage when speaking. 	<ul style="list-style-type: none"> • Analyze writing models or speech to determine the effect of varieties of English on meaning and interest.

Language Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Language Standard 4 is about vocabulary acquisition and usage. Students determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. This Standard is paired with:

- Language Standards
- Speaking and Listening Standards

Language Standard 4 at a Glance:

- **Grades 3-5:** Students use context and word parts to determine word meanings more independently. They identify and use common prefixes and suffixes, use dictionaries and glossaries to confirm meanings, and understand multiple-meaning words. They use context clues as a strategy for determining the meaning of unknown words.
- **Grades 6-8:** Students apply a range of strategies to interpret unfamiliar academic and content words. Students use context to clarify meanings. They understand and use Greek/Latin roots across texts for a variety of purposes. Students use references to verify meaning, use increasingly complex context clues, they analyze Greek and Latin roots and affixes. Students can distinguish among closely related words and use reference materials efficiently and independently.

Key Words/Terms: Context clues, morphology, roots, affixes, dictionary, etymology, vocabulary Greek/Latin roots, affixes, nuance, context, thesaurus, reference tools, academic vocabulary, multiple meanings, prefix, suffix, dictionary, glossary, homonym, multiple meanings, prefix, suffix, dictionary, glossary, homonym, morphology

Language Standard 4 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content , choosing flexibly from a range of strategies.	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content , choosing flexibly from a range of strategies.	L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content , choosing flexibly from a range of strategies.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
<ul style="list-style-type: none"> • L4.a Use sentence-level context as a clue to the meaning of a word or phrase. • Identify clues within a sentence that help determine or clarify the meaning of a word or phrase. • Access and connect prior knowledge and experiences to determine the meaning of words and phrases. • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation. • L4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). • Identify the root word in multisyllabic words. 	<ul style="list-style-type: none"> • L4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. • Identify clues in the text that help determine or clarify the meaning of a word or phrase. • Connect prior knowledge and experiences to determine the meaning of a word or phrase • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation. • L4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). • Identify Greek and Latin word roots. • Use meaning of Greek and Latin roots/affixes to explain the meaning of new words. 	<ul style="list-style-type: none"> • L4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • Use relationship of ideas in the text to determine meaning of a word or phrase. • Connect prior knowledge and experiences to determine the meaning of a word or phrase. • Discuss words and word meanings daily as they are encountered in text, instruction, and conversation. • L4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). • Identify Greek and Latin word roots. • Use meaning of Greek and Latin roots/affixes to explain the meaning of new words.

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
<ul style="list-style-type: none"> • Identify meaning of common prefixes and suffixes. • Use meaning of prefixes and suffixes to explain the meaning of new words. • Identify relationships between and among words with the same prefixes and suffixes. • L4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Essential Skills and Knowledge • Identify and define the root word in unknown words. • Use meaning of prefixes and suffixes to explain the meaning of words with known roots. • L4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases • Identify and explain purpose of glossaries and beginning dictionaries, both print and digital. • Use key words and text features to help find information within a specific source. • Identify safe and unsafe online practices. • Use the context in which words are used to choose among possible meanings. • Strengthen writing by using reference 	<ul style="list-style-type: none"> • Identify relationships between and among words with common Greek and Latin roots. • L4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • Distinguish between a dictionary and thesaurus. • Identify safe and unsafe online practices. • Use the context in which words are used to choose among possible meanings. • Strengthen writing by using reference materials to revise for precise word choice. 	<ul style="list-style-type: none"> • Identify relationships between and among words with common Greek and Latin roots. • L4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • Identify the sections of the media center and the attributes of the sources located within each section. • Identify safe and unsafe online practices. • Use the context in which words are used to choose among possible meanings. • Strengthen writing by using reference materials to revise for precise word choice.

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
material to revise for precise word choice.		

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Language (L) Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Students will interpret figurative language, understand word relationships, and analyze subtle differences in word meanings to enhance comprehension and expression.

Language Standard 5 highlights how students learn and interpret figurative language, understand word relationships, and analyze subtle differences in word meanings to enhance comprehension and expression. They learn to use figurative language, connotation, denotation, word relationships and nuances in word meanings to develop their writing voice and style. This Standard is paired with:

- Language Standards
- Speaking and Listening Standards

Language Standard 5 at a Glance:

- **Grades 3-5:** Students understand and interpret common figures of speech and word relationships. They explain similes and metaphors in context, use word relationships (e.g., synonyms, antonyms, homographs) to clarify meaning, recognize idioms and adages, and explore relationships between words function or category.
- **Grades 6-8:** Students analyze how figurative language and word relationships impact meaning and tone. They interpret figures of speech (e.g., personification, irony), analyze analogies and word relationships, distinguish between literal and figurative meanings, and explore connotations and denotations. They interpret and analyze figures of speech (e.g., euphemism, oxymoron), analyze nuances of word meanings, and apply figurative language in speaking and writing.

Key Words/Terms: Simile, metaphor, idiom, adage, synonym, antonym, homograph, figurative expression, irony, connotation, nuance, word relationships, personification, irony, analogy, connotation, denotation, nuance, figurative meaning

Language Standard 5 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
<ul style="list-style-type: none"> • L5.a Distinguish the literal and nonliteral meanings of words and phrases (e.g., take steps) in context. • Differentiate between the concepts of literal and nonliteral. • Recognize that word combinations have different meanings in different contexts. • Apply knowledge of literal and nonliteral meaning to understand text. • L5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful) • Access prior knowledge and experiences to identify connections between words and their application to real life. • L5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). • Access prior knowledge, as well as reference 	<ul style="list-style-type: none"> • L5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. • Identify figurative language in text presented in a variety of formats. • Distinguish between similes and metaphors. • Interpret the meaning of simple similes and metaphors in text presented in a variety of formats. • L5.b Recognize and explain the meaning of common idioms, adages, and proverbs • Define and identify the purpose of idioms, adages, proverbs. • Interpret the meaning of idioms, adages, and proverbs encountered in text. • L5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<ul style="list-style-type: none"> • L5.a Interpret figurative language, including similes and metaphors, in context. • Identify and explain similes and metaphors in text. • Use context to determine the meaning of figurative language. • Explain how figurative language contributes to constructing meaning in a text. • L5.b Recognize and explain the meaning of common idioms, adages, and proverbs. • Define and identify the purpose of idioms, adages, proverbs. • Interpret the meaning of idioms, adages, and proverbs encountered in text. • L5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. • Consult reference materials including dictionaries, glossaries, thesauruses, and

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
<p>materials both print and digital to identify synonyms for given words.</p>	<ul style="list-style-type: none"> • Consult reference materials including dictionaries, glossaries, thesauruses, and online resources to identify words with similar or opposite meanings. • Use knowledge of nuances to determine precise words as needed for speaking and writing formats. 	<p>online resources to identify the relationship between words.</p> <ul style="list-style-type: none"> • Use knowledge of nuances to determine precise words as needed for speaking and writing.

Language (L) Anchor Standard 6: 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 readiness level; demonstrate independence in gathering vocabulary knowledge when considering an unknown term important to comprehension or expression.

Language Standard 6 focuses on acquisition and use of vocabulary. Students acquire and use grade-appropriate general academic and domain-specific vocabulary, demonstrating independence in learning and applying new words. Independently. They use word-learning strategies, context-based vocabulary acquisition, and effective application of vocabulary in academic settings. This Standard is paired with:

- Language Standards
- Speaking and Listening Standards

Language Standard 6 at a Glance:

- **Grades 3-5:** Students expand their vocabulary through reading and content-area learning. They use context clues to determine word meaning, use glossaries and dictionaries, understand and apply synonyms, antonyms, and figurative language. They employ subject-specific vocabulary in writing and speaking
- **Grades 6-8:** Students develop independence in determining word meaning and using vocabulary in academic contexts. They determine or clarify the meaning of unknown and multiple-meaning words using context clues, and Greek/Latin affixes and roots. Students use reference materials (dictionaries, glossaries). They understand and use figurative, connotative, and technical meanings, and develop vocabulary strategies for academic texts
- **Key Words/Terms:** context clues, reference materials, academic vocabulary, domain-specific vocabulary, affixes and roots, multiple-meaning words, nuance, tone, precision, etymology, academic discourse, inference, glossary, dictionary, synonyms, antonyms, figurative language

Language Standard 6 Desired Student Performance:

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
L.3.6 Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade 3	Grade Levels: Grade 4	Next Progression: Grades 5
<ul style="list-style-type: none"> Through modeling and exposure to a variety of texts, develop rich oral language and writing, including general academic and domain-specific words. Participate in collaborative conversations with diverse peers about grade 3 topics and text, building on other's ideas and expressing their own clearly. 	<ul style="list-style-type: none"> Through modeling and exposure to a variety of texts, develop and enhance rich oral language and writing, including general academic and domain specific words. Participate in collaborative conversations with diverse peers about grade 4 topics and text, building on other's ideas and expressing their own clearly. 	<ul style="list-style-type: none"> Through modeling and exposure to a variety of texts, develop and enhance rich oral language and writing, including general specific and domain-specific words. Participate in collaborative conversations with diverse peers about grade 5 topics and text, building on other's ideas and expressing their own clearly.

How is it ASSESSED?

State Assessment (MCAP): **Coming soon!**