

**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 5	Grade Levels: Grade 6	Next Progression: Grades 7
<b>L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	<b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	<b>L.7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: 7
<ul style="list-style-type: none"><li>• <b>L1.a</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li><li>• Differentiate between a sentence, a phrase, and a clause.</li><li>• Recognize conjunctions, prepositions, and interjections in text presented in a variety of formats.</li><li>• <b>L1.b</b> Combine sentences using appositives, adjectives, adverbs, and prepositional phrases.</li><li>• Explain and apply rules for using conjunctions, prepositions, and interjections in simple, compound, and complex sentences.</li></ul>	<ul style="list-style-type: none"><li>• <b>L1.a</b> Ensure that pronouns are in the proper case (subjective, objective, possessive).</li><li>• Apply an understanding of the relationship between the use and form of personal pronouns i.e.,<ul style="list-style-type: none"><li>• subjective pronouns as subjects and predicate nominatives</li><li>• objective pronouns as objects of prepositions, direct, and indirect objects</li><li>• possessive pronouns as adjectives</li></ul></li><li>• Analyze professional, peer, and their own writing for correct use of pronoun case.</li><li>• Demonstrate command of formal English when indicated or appropriate.</li></ul>	<ul style="list-style-type: none"><li>• <b>L1.a</b> Explain the function of phrases and clauses in general and their function in specific sentences.</li><li>• Apply an understanding of the formation and the function of phrases and clauses i.e., verb, prepositional, and appositive phrases independent versus dependent (noun, adjective, and adverb) clauses</li><li>• Describe the use of a phrase or clause in a specific sentence.</li><li>• Analyze professional, peer, and their own writing for their use of phrases and clauses.</li><li>• <b>L1.b</b> Choose among simple, compound, complex, and compound-complex sentences to</li></ul>

Pre-Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: 7
<ul style="list-style-type: none"> <li>• Analyze writing models for correct use of conjunctions, prepositions, and interjections.</li> <li>• Identify and form the past participles of verbs.</li> <li>• Form the perfect tenses of verbs using appropriate tense of to have and past participles.</li> <li>• Differentiate between present perfect, past perfect, and future perfect tenses.</li> <li>• Demonstrate correct use of perfect verb tenses in oral and written language.</li> <li>• Analyze writing models to determine the effect of verb tenses on meaning.</li> <li>• <b>L1.c</b> Use verb tense to convey various times, sequences, states, and conditions.</li> <li>• Explain the difference between past, present, and future tenses including perfect tenses.</li> <li>• Recognize verb tense as an organizational aid to understanding text.</li> <li>• Analyze writing models for correct use of verb tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell correctly.</li> <li>• <b>L1.b</b> Use intensive pronouns (e.g., myself, ourselves).</li> <li>• Apply an understanding of the difference in purpose and function between a reflexive and an intensive pronoun.</li> <li>• Analyze the effect of intensive pronouns on meaning or tone in professional, peer, and their own writing.</li> <li>• Demonstrate command of standard English by using intensive pronouns correctly, e.g., himself v. hisself, themselves v. theirselves.</li> <li>• <b>L1.c</b> Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>• Apply an understanding of the relationship of a pronoun to its antecedent.</li> <li>• Use precise language to inform or explain.</li> <li>• Develop and strengthen writing by editing for clarity.</li> <li>• Analyze the effect of pronouns and their antecedents on meaning in professional, peer, and their own</li> </ul>	<ul style="list-style-type: none"> <li>signal differing relationships among ideas.</li> <li>• Apply an understanding of how clauses create relationships between and among ideas in a sentence.</li> <li>• Apply an understanding of how sentence types create relationships between and among ideas.</li> <li>• Use clauses to clarify the relationships among claims, reason, and evidence.</li> <li>• Use a variety of clauses to convey sequence.</li> <li>• Analyze the use of simple, compound, complex, and compound-complex sentences in professional, peer, and their own writing.</li> <li>• <b>L1.c</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>• Apply an understanding of the relationship between the placement of phrases and clauses and clarity of meaning.</li> <li>• Produce clear and coherent writing through revision.</li> </ul>

Pre-Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: 7
<ul style="list-style-type: none"> <li>• <b>L1.d</b> Recognize and correct inappropriate shifts in verb tense.</li> <li>• Identify the time frame and correlating verb tense in text presented in a variety of formats.</li> <li>• Recognize and edit mismatches between time frame and verb tense in writing.</li> <li>• Analyze writing models for effective use of verb tense.</li> <li>• <b>L1.e</b> Use correlative conjunctions (e.g., either/or, neither/nor).</li> <li>• Identify and explain the purpose of correlative conjunctions.</li> <li>• Demonstrate the correct use of correlative conjunctions in sentences.</li> <li>• Analyze writing models for the effective use of correlative conjunctions.</li> </ul>	<p>writing.</p> <ul style="list-style-type: none"> <li>• <b>L1.d</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>• Apply an understanding of how an unclear relationship of a pronoun to its antecedent affects meaning, e.g., more than one possible antecedent, antecedent too far away from what it modifies, antecedent only implied.</li> <li>• Use precise language to inform or explain.</li> <li>• Strengthen writing by editing to correct vague pronouns.</li> <li>• Analyze the effect of precise v. ambiguous pronouns on meaning in professional, peer, and their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the effect of placement of phrases and clauses on meaning in professional, peer, and their own writing.</li> <li>• Strengthen writing by editing to correct misplaced and dangling modifiers.</li> </ul>

**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, p editing, usage, spell check, conventions

**Language Standard 2 Desired Student Performance:**

Pre-Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
<b>L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>L.7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
<ul style="list-style-type: none"><li>• <b>L2.a</b> Use commas and quotation marks to mark direct speech and quotations from a text.</li><li>• Identify capitalization rules for dialogue.</li><li>• Demonstrate correct placement of commas and quotation marks in dialogue.</li><li>• Analyze writing models for correct capitalization.</li><li>• <b>L2.b</b> Use a comma to separate an introductory element from the rest of the sentence.</li><li>• Identify introductory elements in sentence.</li><li>• Explain and demonstrate rules for using commas to separate an introductory element from the rest of a sentence.</li></ul>	<ul style="list-style-type: none"><li>• <b>L2.a</b> Use punctuation (commas, parentheses, dashes) to set off non-restrictive/parenthetical elements.</li><li>• Apply an understanding of the choices and functions among punctuation to set off nonrestrictive elements.</li><li>• Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning.</li><li>• Strengthen writing by editing for correct punctuation to set off nonrestrictive/parenthetical elements.</li><li>• Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie)</li><li>• Apply an understanding of the difference between coordinate</li></ul>	<ul style="list-style-type: none"><li>• <b>L2.a</b> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie.)</li><li>• Apply an understanding of the difference between coordinate adjectives and adjectives in a series.</li><li>• Apply an understanding of punctuation to produce clear writing.</li><li>• Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning.</li><li>• Strengthen writing by editing for correct punctuation to separate coordinate adjectives.</li><li>• <b>L2.b</b> Spell correctly.</li><li>• Use print, digital, and internalized knowledge resources to support correct spelling.</li></ul>

Pre-Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
<ul style="list-style-type: none"> <li>• Analyze writing models to determine the effect of punctuation on meaning.</li> <li>• <b>L2.c</b> Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag 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?).</li> <li>• <b>L2.d</b> Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>• Identify and distinguish rules for punctuating different types of titles (e.g. books, articles, plays).</li> <li>• Demonstrate use of underlining, quotation marks, or italics to identify titles.</li> <li>• Analyze writing models for the correct notation of titles.</li> <li>• Strengthen writing by editing for the correct notation of titles.</li> <li>• <b>L2.e</b> Spell grade-appropriate words correctly, consulting references as needed.</li> <li>• Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>adjectives and adjectives in a series.</li> <li>• Apply an understanding of punctuation to produce clear writing.</li> <li>• Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning.</li> <li>• Strengthen writing by editing for correct punctuation to set off nonrestrictive/parenthetical elements.</li> <li>• <b>L2.b</b> Spell correctly.</li> <li>• Spell correctly grade-appropriate general academic and domain-specific words.</li> <li>• Use print, digital resources, and internalized knowledge to support correct spelling.</li> </ul>	

Pre-Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
<ul style="list-style-type: none"> <li>• Use knowledge of word structure and word origins to spell grade-appropriate words.</li> <li>• Use reference materials to correct or confirm spelling of grade-appropriate words (e.g., dictionaries, thesauruses, including use of the Internet).</li> <li>• Use word processing prompts when appropriate to correct spelling of grade appropriate words.</li> <li>• Analyze writing models for correct spelling.</li> </ul>		



**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 5	Grade Levels: Grade 6	Next Progression: Grades 7
<b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>L.6.3 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.</b>	<b>L.7.3</b> 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.

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
<ul style="list-style-type: none"><li>• L3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li><li>• Demonstrate command of conventions of standard English grammar and usage.</li><li>• Strengthen writing by revising to expand, combine, and reduce sentences.</li><li>• Analyze writing models or speech for effect of sentence types on meaning, reader/listener interest, and style.</li><li>• L3.b Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or</li></ul>	<ul style="list-style-type: none"><li>• L3.a Vary sentence patterns for meaning, reader/listener interest, and style</li><li>• Apply an understanding of audience and the purpose of speech or writing and their effect upon its meaning.</li><li>• Apply understanding of various sentence patterns i.e., reordering words, adjusting length of sentences, adding words, phrases or clauses.</li><li>• Analyze professional, peer, and their own writing or speech to determine the effect various sentence patterns have upon meaning, interest, and style.</li></ul>	<ul style="list-style-type: none"><li>• L3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li><li>• Apply an understanding of how inexact or repetitive language affects meaning in speech and writing.</li><li>• Apply an understanding of denotation and connotation and their effect upon meaning in speech or writing.</li><li>• Strengthen speech or writing by revising sentences for precision and conciseness.</li><li>• Analyze professional, peer, and their</li></ul>

Pre-Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
<p>poems).</p> <ul style="list-style-type: none"> <li>• Listen to, read, and discuss a variety of texts representing diverse cultures, perspectives, ethnicities, and time periods.</li> <li>• Describe the difference between dialects and registers in the English language.</li> <li>• Analyze writing models or speech to determine the effect of varieties of English on meaning and interest.</li> <li>• L3.C Not applicable to Grade 5.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen writing by revising sentence patterns for interest and style.</li> <li>• L3.b Maintain consistency in style and tone.</li> <li>• Apply an understanding of audience, purpose, and format to determine style and tone.</li> <li>• Establish and maintain a formal style.</li> <li>• Adapt speech to a variety of contexts and tasks.</li> <li>• Use precise word choice to establish and maintain tone.</li> <li>• Strengthen writing by revising sentences for style and tone.</li> </ul>	<p>own writing or speech to determine the effect of word choice upon meaning.</p>

**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 5	Grade Levels: Grade 6	Next Progression: Grades 7
<b>L.5.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <b>grade 8 reading and content</b> , choosing flexibly from a range of strategies.	<b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>grades 9-10 reading and content</b> , choosing flexibly from a range of strategies.	<b>L.7.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>grades 11-12 reading and content</b> , choosing flexibly from a range of strategies.

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
<ul style="list-style-type: none"><li>• L4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li><li>• Use relationship of ideas in the text to determine meaning of a word or phrase.</li><li>• Connect prior knowledge and experiences to determine the meaning of a word or phrase.</li><li>• Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.</li><li>• L4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning</li></ul>	<ul style="list-style-type: none"><li>• L4.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.</li><li>• Apply an understanding of the various types of context clues to determine word or phrase meaning.</li><li>• Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.</li><li>• L4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li></ul>	<ul style="list-style-type: none"><li>• L4.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.</li><li>• Apply an understanding of the various types of context clues to determine word or phrase meaning.</li><li>• Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.</li><li>• Apply an understanding of the various types of context clues to determine word or phrase meaning.</li><li>• L4.b Use common, grade-appropriate Greek and Latin affixes</li></ul>

Pre-Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
<p>of a word (e.g., photograph, photosynthesis).</p> <ul style="list-style-type: none"> <li>• Identify Greek and Latin word roots.</li> <li>• Use meaning of Greek and Latin roots/affixes to explain the meaning of new words.</li> <li>• Identify relationships between and among words with common Greek and Latin roots.</li> <li>• 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.</li> <li>• Identify the sections of the media center and the attributes of the sources located within each section.</li> <li>• Identify safe and unsafe online practices.</li> <li>• Use the context in which words are used to choose among possible meanings.</li> <li>• Strengthen writing by using reference materials to revise for precise word choice.</li> <li>• L6 Acquire and use accurately grade appropriate general academic and domain specific</li> </ul>	<ul style="list-style-type: none"> <li>• Apply an understanding of basic word parts as clues to word meaning.</li> <li>• Apply an understanding of root word families to determine the meaning of a word.</li> <li>• L4.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.</li> <li>• Strengthen writing by using reference materials both print and digital to refine word choices.</li> <li>• L4.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).</li> <li>• Apply an understanding of the skills in L4 a-c to verify word meaning.</li> </ul>	<p>and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <ul style="list-style-type: none"> <li>• Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.</li> <li>• Apply an understanding of root word families to determine the meaning of a word.</li> <li>• L4.c Consult general and specialized 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.</li> <li>• Strengthen writing by using reference materials both print and digital to refine word choices.</li> <li>• L4.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).</li> <li>• Apply an understanding of the skills in L4 a-c to verify word meaning.</li> </ul>

Pre-Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
<p>words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <ul style="list-style-type: none"> <li>• Through modeling and exposure to a variety of grade appropriate texts, develop and enhance rich oral language and writing, including general specific and domain-specific words</li> </ul>		

**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 5	Grade Levels: Grade 6	Next Progression: Grades 7
<b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>L.7.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
<ul style="list-style-type: none"><li>• L5.a Interpret figurative language, including similes and metaphors, in context.</li><li>• Identify and explain similes and metaphors in text.</li><li>• Use context to determine the meaning of figurative language.</li><li>• Explain how figurative language contributes to constructing meaning in a text.</li><li>• L5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</li><li>• Define and identify the purpose of idioms, adages, proverbs.</li><li>• Interpret the meaning of idioms, adages, and proverbs encountered in text.</li><li>• L5.c Use the relationship between</li></ul>	<ul style="list-style-type: none"><li>• L5.a Interpret figures of speech (e.g., personification) in context.</li><li>• Apply knowledge of figurative language including personification to a critical reading of a text.</li><li>• Use sensory language to convey experiences and events.</li><li>• Determine the meaning of words and phrases as they are used in a text including figurative language.</li><li>• Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning.</li><li>• L5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li></ul>	<ul style="list-style-type: none"><li>• L5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li><li>• Apply knowledge of figurative language including literary, biblical, and mythological allusions to a critical reading of a text.</li><li>• Use sensory language to capture the action and convey experiences and events.</li><li>• Determine the meaning of words and phrases as they are used in a text including figurative language.</li><li>• Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning.</li><li>• L5.b Use the relationship between particular words (e.g.,</li></ul>

Pre-Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
<p>particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <ul style="list-style-type: none"> <li>• Consult reference materials including dictionaries, glossaries, thesauruses, and online resources to identify the relationship between words.</li> <li>• Use knowledge of nuances to determine precise words as needed for speaking and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply an understanding of connections between words including cause/effect, part/whole, and item/category to a critical reading of a text.</li> <li>• Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.</li> <li>• L5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty)</li> <li>• Apply an understanding of connotation to judge word choice.</li> <li>• Use precise words to convey experiences and events.</li> <li>• Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.</li> </ul>	<p>synonym/antonym, analogy) to better understand each of the words.</p> <ul style="list-style-type: none"> <li>• Apply an understanding of connections between words including synonym/antonym and analogy to a critical reading of a text.</li> <li>• Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.</li> <li>• L5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> <li>• Apply an understanding of connotation to judge word choice.</li> <li>• Use precise words to capture the action and convey experiences and events.</li> <li>• Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.</li> </ul>

**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 5	Grade Levels: Grade 6	Next Progression: Grades 7
<b>L.5.6</b> 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.	<b>L.6.6</b> Acquire and use accurately general academic and domain-specific words and phrases, <b>sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge</b> when considering a word or phrase important to comprehension or expression.	<b>L.7.6</b> Acquire and use accurately 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 a word or phrase important to comprehension or expression.

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 5	Grade Levels: Grade 6	Next Progression: Grades 7
<ul style="list-style-type: none"><li>• Apply skills identified in the College and Career Readiness Standards to increase vocabulary and differentiate between word choices to improve writing and speaking</li><li>• Participate in collaborative conversations with diverse peers about grade 5 topics and text, building on other's ideas and expressing their own clearly.</li></ul>	<ul style="list-style-type: none"><li>• Apply skills identified in Standards L.6.4a, L.6.4b, L.6.4c, L.6.4d and L.6.5a, L.6.5b, L.6.5c to increase vocabulary and differentiate between word choices to improve writing and speaking.</li><li>• Participate in collaborative conversations with diverse peers about grade 5 topics and text, building on other's ideas and expressing their own clearly.</li></ul>	<ul style="list-style-type: none"><li>• Apply skills identified in CCSS L.7.4a, L.7.4b, L.7.4c, L.7.4d and L.7.5a, L.7.5b, L.7.5c to increase vocabulary and differentiate between word choices to improve writing and speaking.</li><li>• Participate in collaborative conversations with diverse peers about grade 5 topics and text, building on other's ideas and expressing their own clearly.</li></ul>

**How is it ASSESSED?**

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

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