

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

**The Language Standard 1:** requires students to show proficiency in this standard, a student is able to identify and use parallel structure when writing or speaking. Students are able to use various types of phrases and clauses when writing and speaking. Students will analyze and evaluate the effectiveness of a variety of phrases and clauses in writing and speech. This Standard is paired with:

- Writing Standards
- Speaking and Listening Standards

**Language Standard 1 at a Glance:**

- **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.
- **Grades 9-10:** Students use parallel structure and various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial). They analyze the effect of voice and mood; strengthen writing with appropriate structure.
- **Grades 11-12:** Students understand usage as a convention that can change. They resolve complex/contested usage using references. Students analyze historical reasons for language usage changes and apply understanding of usage in context.

**Key Words/Terms:** Grammar, usage, voice, mood, phrases, clauses, parallelism, phrases, conjunction, interjection, verb tense, subject-verb agreement, pronoun-antecedent agreement, fragment, run-on, modifier

**Language Standard 1 Desired Student Performance:**

Pre-Requisite Skills: Grade 8	Grade Levels: Grade 9-10	Next Progression: Grades 11-12
<b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>L9-10.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	<b>L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 8	Grade Level: Grades 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none"><li>• <b>L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li><li>• <b>L1.a</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li><li>• Apply an understanding of the formation and function of verbals and verbal phrases.</li><li>• Use precise words, relevant descriptive details and sensory language to convey experiences.</li><li>• Analyze the use of verbals and verbal phrases in professional, peer, and their own writing.</li><li>• <b>L1.b</b> Form and use verbs in the active and passive voice.</li></ul>	<ul style="list-style-type: none"><li>• <b>L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li><li>• <b>L.1a</b> Use parallel structure.</li><li>• Strengthen oral and written language by revising and editing for parallel structure when appropriate and effective.</li><li>• Analyze and evaluate the effect of parallel structure in professional, peer, and personal writing.</li><li>• Analyze and evaluate professional, peer, and personal writing for the effect of varying sentence types in creating and sustaining interest.</li><li>• <b>L.1b</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute)</li></ul>	<ul style="list-style-type: none"><li>• <b>L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li><li>• <b>L.1a</b> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li><li>• Analyze and explain the historical circumstances and reasons for changes in usage over time.</li><li>• Compare and contrast changes in usage over time.</li><li>• Examine historical circumstances and underlying reasons for changes in usage over time.</li><li>• Apply language usage to writing and speaking as appropriate for audience and purpose.</li></ul>

Pre-Requisite Skills: Grade 8	Grade Level: Grades 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none"> <li>• Apply an understanding of the difference in formation and function of active and passive voice verbs.</li> <li>• Use precise words to capture action when writing.</li> <li>• Use verbs in the active and passive voice to achieve particular effects.</li> <li>• Analyze the effect of active and passive voice verbs in professional, peer, and their own writing.</li> <li>• <b>L1.c</b> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>• Apply an understanding of the formation and function of verbs in various moods.</li> <li>• Apply an understanding of the relationship between the mood of a verb and the purpose of a sentence.</li> <li>• Use verbs in the conditional and subjunctive mood to achieve particular effects.</li> <li>• Analyze the effect of verb mood on meaning in professional, peer, and their own writing.</li> <li>• Strengthen writing by editing for correct mood of verbs.</li> <li>• <b>L1.d</b> Recognize and correct</li> </ul>	<p>and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the absolute phrase.</li> <li>• Strengthen oral and written language by revising and editing for a variety of phrases and clauses when appropriate and effective.</li> <li>• Analyze and evaluate the effect of a variety of phrases and clauses on creating interest and adding meaning to professional, peer, and personal writing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L.1b</b> Resolve issues of complex or contested usage, consulting references (e.g., Merriam Webster's Dictionary of English Usage, Garner's modern American Usage) as needed.</li> <li>• Demonstrate knowledge and use of print and digital reference material to correct and/or confirm language usage.</li> </ul>

Pre-Requisite Skills: Grade 8	Grade Level: Grades 9-10	Next Progression: Grades 11-12
<p>inappropriate shifts in verb voice and mood.</p> <ul style="list-style-type: none"> <li>• Apply an understanding of how an inappropriate use of verb voice and mood affects meaning.</li> <li>• Analyze the effect of verb voice and mood on meaning in professional, peer, and their own writing.</li> <li>• Strengthen writing by editing to correct inappropriate shifts in verb voice and mood.</li> </ul>		

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

**The Language Standard 2:** emphasizes the use proper capitalization, punctuation, and spelling. Students refine their use of punctuation and spelling to support precise and stylistic writing. This Standard is paired with:

- Writing Standards
- Speaking and Listening Standards

**Language Standard 2 at a Glance:**

- **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.
- **Grades 9-10:** Students refine their use of punctuation and spelling to support precise and stylistic writing. They use punctuation for emphasis, clarity, and tone (colons, semicolons). Use hyphens, ellipses, and varied punctuation stylistically and consistently spell academic vocabulary correctly. Students demonstrate proofreading skills and use semicolons and conjunctive adverbs to link clauses. They use colons to introduce lists/quotes, analyze punctuation's impact, and strengthen their writing with proper mechanics.
- **Grades 11-12:** Students demonstrate full control of conventions to enhance professional and academic writing. Students observe hyphenation conventions, analyze and evaluate punctuation for meaning, and use resources to support correct spelling and mechanics. They employ punctuation strategically to shape meaning and voice, spell sophisticated vocabulary correctly, edit their writing with precision for publication or presentation, and apply conventions for consistency in complex texts.

**Key Words/Terms:** Semicolon, colon, hyphen, capitalization, spelling, Parentheses, dashes, ellipses, punctuation for effect, editing, usage, spell check, convention, stylistic punctuation, academic spelling, tone, proofreading, mechanics, clarity, punctuation style, precision, editorial conventions, academic tone

**Language Standard 2 Desired Student Performance:**

Pre-Requisite Skills: Grade 8	Grade Level: Grades 9-10	Next Progression: Grades 11-12
<b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>L.9-10.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>L.11-12.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 8	Grade Level: Grades 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none"><li>• <b>L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li><li>• <b>L2.a</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li><li>• Apply an understanding of the choices and functions among punctuation to show a pause.</li><li>• Determine from context the purpose for a pause or break in speech or 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 correction punctuation to indicate a pause or break.</li></ul>	<ul style="list-style-type: none"><li>• <b>L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li><li>• <b>L2.a</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li><li>• Analyze relationships between independent clauses to determine when a semicolon is appropriate.</li><li>• Strengthen writing by linking related independent clauses when appropriate and effective.</li><li>• Analyze and evaluate professional, peer, and personal writing for the effect of varying sentence types in creating and sustaining interest.</li><li>• <b>L.2b</b> Use a colon to introduce a list or</li></ul>	<ul style="list-style-type: none"><li>• <b>L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li><li>• <b>L.2a</b> Observe hyphenation conventions.</li><li>• Demonstrate knowledge of the function and use of hyphenation.</li><li>• Strengthen written language through the use of hyphens, when appropriate and effective.</li><li>• Strengthen writing by revising and editing for the use of hyphenation.</li><li>• Analyze and evaluate professional, peer, and personal writing for the effect of varying sentence types in creating and sustaining interest.</li><li>• <b>L.2b</b> Spell correctly.</li><li>• Spell correctly grade-appropriate</li></ul>

Pre-Requisite Skills: Grade 8	Grade Level: Grades 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none"> <li>• <b>L2.b</b> Use an ellipsis to indicate an omission.</li> <li>• Apply an understanding of punctuation to show an omission.</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 indicate an omission.</li> <li>• <b>L2.c</b> Spell correctly.</li> <li>• Spell correctly grade-appropriate general academic and domain-specific words.</li> <li>• Use print, digital, and internalized knowledge resources to support correct spelling</li> </ul>	<p>quotation.</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the function and use of a colon.</li> <li>• Apply the use of a colon appropriately to writing.</li> <li>• <b>L.2c</b> Spell correctly.</li> <li>• Spell correctly grade-appropriate general academic and domain-specific words.</li> <li>• Use print, digital, and internalized knowledge resources to support correct spelling.</li> </ul>	<p>general academic and domain-specific words.</p> <ul style="list-style-type: none"> <li>• <b>L.2c</b> Not applicable to the grades 11-12 band. Use print, digital, and internalized knowledge resources to support 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:

- Writing Standards
- Speaking and Listening Standards

**Language Standard 3 at a Glance:**

- **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.
- **Grades 9-10:** Students refine their use of language to improve writing effectiveness and impact. They Use style manuals (print/digital) to enhance writing/speaking and arrange words/sentences for audience, and purpose and syntax to create effect.
- **Grades 11-12:** Students analyze and use language purposefully to support ideas and achieve specific effects. They understand how language affects tone and meaning. They use rhetorical techniques and varied syntax, and maintain consistency of tone and style across extended texts. Students analyze authors' syntax for meaning/style.

**Key Words/Terms:** Style, syntax, audience, purpose, context, arrangement, Conciseness, sentence variety, tone, style, consistency, editing, revising, inappropriate shifts, Rhetorical effect, syntax, voice, consistency, stylistic choice, language precision, rhetorical style, refinement, strategic language, fluency, rhetorical purpose, audience adaptation



**Language Standard 3 Desired Student Performance:**

Pre-Requisite Skills: Grade 8	Grade Levels: Grade 9-10	Next Progression: Grades 11-12
<b>L.8.3</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>L.9-10.3</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>L.11-12.3</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 8	Grade Level: Grades 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none"><li>• <b>L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li><li>• <b>L3.a</b> Use verbs in the active and passive voice and in the conditional and subjective mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li><li>• Apply an understanding of voice and mood of verbs to affect the meaning of speech or writing.</li><li>• Strengthen speech or writing by revising to achieve particular effects.</li><li>• Analyze professional, peer, and their own writing or speech to determine the effect of voice and mood of verbs upon meaning.</li></ul>	<ul style="list-style-type: none"><li>• <b>L3:</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.</li><li>• <b>L.3a</b> Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type</li><li>• Use print and digital style manuals appropriately to improve writing and speaking.</li><li>• Demonstrate understanding of the purpose and importance of style manuals</li><li>• Apply the conventions and</li></ul>	<ul style="list-style-type: none"><li>• <b>L3:</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.</li><li>• <b>L.3a</b> Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li><li>• Analyze an author's syntax to determine its effect on meaning and/or style.</li><li>• Manipulate syntax to create interest and effect when writing.</li><li>• Select and use print and digital references appropriately in order to</li></ul>

Pre-Requisite Skills: Grade 8	Grade Level: Grades 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none"> <li>• <b>L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• <b>L3.a</b> Use verbs in the active and passive voice and in the conditional and subjective mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> <li>• Apply an understanding of voice and mood of verbs to affect the meaning of speech or writing.</li> <li>• Strengthen speech or writing by revising to achieve particular effects.</li> <li>• Analyze professional, peer, and their own writing or speech to determine the effect of voice and mood of verbs upon meaning.</li> </ul>	<p>guidelines of a specific style manual.</p>	<p>improve syntax.</p> <ul style="list-style-type: none"> <li>• Arrange words and sentences to address audience needs, situations, and/or purposes.</li> <li>• Use grammar concepts and skills to strengthen control of oral and written language.</li> <li>• Demonstrate understanding of the nature and structure of language</li> <li>• in a dictionary).</li> </ul>

**Language (L) 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:

- Writing Standards
- Speaking and Listening Standards

**Language Standard 4 at a Glance:**

- **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 are able to distinguish among closely related words use reference materials efficiently and independently.
- **Grades 9-10:** Students use advanced strategies to interpret precise meanings and refine word understanding. They identify and use patterns of word changes. They use references for meaning, parts of speech and etymology to effectively communicate in writing and speaking. They revisit and analyze key vocabulary for effect, analyze context, word structure, and reference materials to determine meaning. Students interpret figurative and technical meaning.
- **Grades 11-12:** Students demonstrate independence in interpreting and using complex vocabulary. They synthesize context, structure, and references to clarify meaning, determine nuanced meanings in complex texts, and evaluate subtle differences in word choice.

**Key Words/Terms:** Context clues, morphology, roots, affixes, dictionary, etymology, vocabulary, connotation, denotation, etymology, technical meaning, figurative language, precision, inference nuance, register, lexical precision, discipline-specific vocabulary, sophisticated diction, independence, nuance, register, lexical precision, discipline-specific vocabulary, sophisticated diction, independence

**Language Standard 4 Desired Student Performance:**

Pre-Requisite Skills: Grade 8	Grade Levels: Grade 9-10	Next Progression: Grades 11-12
<b>L.8.3</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>L.9-10.3</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>L.11-12.3</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 8	Grade Level: Grades 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none"><li>• <b>L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li><li>• <b>L3.a</b> Use verbs in the active and passive voice and in the conditional and subjective mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li><li>• Apply an understanding of voice and mood of verbs to affect the meaning of speech or writing.</li><li>• Strengthen speech or writing by revising to achieve particular effects.</li><li>• Analyze professional, peer, and their own writing or speech to determine the effect of voice and mood of verbs upon meaning.</li></ul>	<ul style="list-style-type: none"><li>• <b>L3:</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.</li><li>• <b>L.3a</b> Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</li><li>• Use print and digital style manuals appropriately to improve writing and speaking.</li><li>• Demonstrate understanding of the purpose and importance of style manuals</li><li>• Apply the conventions and</li></ul>	<ul style="list-style-type: none"><li>• <b>L3:</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.</li><li>• <b>L.3a</b> Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li><li>• Analyze an author's syntax to determine its effect on meaning and/or style.</li><li>• Manipulate syntax to create interest and effect when writing.</li><li>• Select and use print and digital references appropriately in order to</li></ul>

Pre-Requisite Skills: Grade 8	Grade Level: Grades 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none"> <li>• <b>L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• <b>L3.a</b> Use verbs in the active and passive voice and in the conditional and subjective mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> <li>• Apply an understanding of voice and mood of verbs to affect the meaning of speech or writing.</li> <li>• Strengthen speech or writing by revising to achieve particular effects.</li> <li>• Analyze professional, peer, and their own writing or speech to determine the effect of voice and mood of verbs upon meaning.</li> </ul>	<p>guidelines of a specific style manual.</p>	<p>improve syntax.</p> <ul style="list-style-type: none"> <li>• Arrange words and sentences to address audience needs, situations, and/or purposes.</li> <li>• Use grammar concepts and skills to strengthen control of oral and written language.</li> <li>• Demonstrate understanding of the nature and structure of language</li> <li>• in a dictionary).</li> </ul>

**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:

- Writing Standards
- Speaking and Listening Standards

**Language Standard 4 at a Glance:**

- **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 are able to distinguish among closely related words use reference materials efficiently and independently.
- **Grades 9-10:** Students use advanced strategies to interpret precise meanings and refine word understanding. They identify and use patterns of word changes. They use references for meaning, parts of speech and etymology to effectively communicate in writing and speaking. They revisit and analyze key vocabulary for effect, analyze context, word structure, and reference materials to determine meaning. Students interpret figurative and technical meaning.
- **Grades 11-12:** Students demonstrate independence in interpreting and using complex vocabulary. They synthesize context, structure, and references to clarify meaning, determine nuanced meanings in complex texts, and evaluate subtle differences in word choice.

**Key Words/Terms:** Context clues, morphology, roots, affixes, dictionary, etymology, vocabulary, connotation, denotation, etymology, technical meaning, figurative language, precision, inference nuance, register, lexical precision, discipline-specific vocabulary, sophisticated diction, independence, nuance, register, lexical precision, discipline-specific vocabulary, sophisticated diction, independence

#### Language Standard 4 Desired Student Performance:

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<b>L.8.4:</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.9-10.4</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.11-12.4</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 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none"><li>• <b>L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</li><li>• <b>L.4.a</b> 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>• <b>L.4.b</b> Use common, grade-</li></ul>	<ul style="list-style-type: none"><li>• <b>L.4a</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li><li>• Use inferences and draw conclusions while applying knowledge of various types of context clues to determine word or phrase meaning.</li><li>• Analyze a word's position, form, and/or function to determine meaning.</li><li>• Revisit key words used throughout a text to determine effect and meaning.</li></ul>	<ul style="list-style-type: none"><li>• <b>L.4</b> L.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li><li>• <b>L.4a</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li><li>• Use inferences and draw conclusions while applying knowledge of various types of context clues to determine word or phrase meaning.</li><li>• Analyze a word's position, form, and/or function to determine</li></ul>

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<p>appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <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>• <b>L4.c</b> 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>• <b>L4.d</b> 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> </ul>		<p>meaning.</p> <ul style="list-style-type: none"> <li>• Revisit key words used throughout a text to determine effect and meaning.</li> <li>• <b>L.4b</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>• Apply an understanding of the relationship between the form and meaning of a word.</li> <li>• Recognize patterns of word changes that affect meaning or parts of speech.</li> <li>• <b>L.4c</b> 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, its part of speech, its etymology or its standard usage.</li> <li>• Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm and refine word choice.</li> <li>• Demonstrate understanding of the history, development, and dynamic</li> </ul>



Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
		<p>nature of the English language.</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the nature and structure of language.</li> <li>• <b>L.4d</b> 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>• Demonstrate the frequent and appropriate use of print and digital reference materials in order to improve comprehension of written and spoken text.</li> <li>• Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm revisions and/or editorial choices.</li> </ul>

**Language Anchor Standard 5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**The Language Standard 5** highlights how students 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:

- Writing Standards
- Speaking and Listening Standards

**Language Standard 5 at a Glance:**

- **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.
- **Grades 9-10:** Students evaluate the impact of figurative and rhetorical language in literary and informational texts. They analyze how authors use figures of speech to shape meaning and tone. They interpret symbolism and extended metaphors and examine nuanced word choices and abstract concepts. Students interpret and analyze figures of speech (e.g., euphemism, oxymoron), analyze nuances of word meanings, and apply figurative language in speaking/writing. They evaluate the impact of figurative and rhetorical language in literary and informational texts.
- **Grades 11-12:** Students interpret and evaluate sophisticated figurative and rhetorical devices in complex texts. They analyze the effect of figurative language on tone, theme, and style. They manipulate connotation and word choice for audience and purpose and evaluate oral and written language for nuance and meaning. They analyze how authors use figures of speech to shape meaning and tone. Students interpret symbolism and extended metaphors and examine nuanced word choices and abstract concepts. They deconstruct advanced figurative language (e.g., paradox, oxymoron) and evaluate connotation and tone to interpret author's intent.

**Key Words/Terms:** Figurative language, irony, connotation, nuance, word relationships Extended metaphor, symbolism, abstract language, rhetorical effect, tone, layered meaning

**Language Standard 5 Desired Student Performance:**

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<b>L.8.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>L.9-10.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>L.11-12.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Essential Skills and Knowledge:**

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none"><li>• <b>L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li><li>• <b>L5.a</b> Interpret figures of speech (e.g., verbal irony, puns) in context.</li><li>• Apply knowledge of figurative language including verbal irony and puns 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></ul>	<ul style="list-style-type: none"><li>• <b>L.5a</b> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li><li>• Recognize and interpret figurative language in spoken and written language.</li><li>• Analyze and evaluate the effect of figurative language on theme, style, and meaning.</li><li>• Use figurative language appropriately and effectively in speaking and writing.</li><li>• <b>L.5b</b> Analyze nuances in the meanings of words with similar denotations.</li><li>• Analyze professional, peer, and personal oral and written language for connotations, word relationships,</li></ul>	<ul style="list-style-type: none"><li>• <b>L.5a</b> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li><li>• Recognize and interpret figurative language, word relationships, and nuances in writing and in speech.</li><li>• Analyze the role of figurative language, word relationships, and nuances in professional, peer, and personal writing and speech.</li><li>• Use figurative language, word relationships, and nuances appropriately and effectively in speaking and writing.</li><li>• <b>L.5b</b> Analyze nuances in the meanings of words with similar denotations.</li><li>• Analyze professional, peer, and personal oral and written language</li></ul>

<ul style="list-style-type: none"> <li>• <b>L5.b</b> Use the relationship between particular words to better understand each of the words.</li> <li>• Apply an understanding of connections between words 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>• <b>L5.c</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</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>	<p>nuances, and differences in denotative shades of meaning.</p> <ul style="list-style-type: none"> <li>• Manipulate written and spoken language by using words with connotations and nuances of meaning appropriately and effectively.</li> </ul>	<p>for connotations, word relationships, nuances, and differences in denotative shades of meaning.</p> <ul style="list-style-type: none"> <li>• Manipulate written and spoken language by using words with connotations and nuances of meaning appropriately and effectively.</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.

**The Language Standard 6** focuses on acquisition and use of vocabulary. It emphasizes independent word learning strategies, context-based vocabulary acquisition, and effective application of vocabulary in academic settings. This Standard is paired with:

- Writing Standards
- Speaking and Listening Standards

**Language Standard 6 at a Glance:**

- **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 of reference materials (dictionaries, glossaries). They understand and use figurative, connotative, and technical meanings, and develop vocabulary strategies for academic texts.
- **Grades 9-10:** Students use a wider range of academic and domain-specific vocabulary in reading, writing, and speaking. They analyze nuances in word meanings (connotation, tone). Students gather vocabulary knowledge independently and use and understand precise vocabulary to support clarity and style in writing.
- **Grades 11-12:** Students demonstrate control over a sophisticated vocabulary for academic and professional contexts. They analyze how word choice affects meaning, tone, and style. They interpret and evaluate shades of meaning and employ advanced vocabulary to shape writing and argument.

**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

**Language Standard 6 Desired Student Performance:**

Pre-Requisite Skills: Grade 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<b>L.8.6</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.9-10.6</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.11-12.6</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 8	Grade Level: Grade 9-10	Next Progression: Grades 11-12
<ul style="list-style-type: none"><li>• Apply skills identified in CCSS L.8.4a, L.8.4b, L.8.4c, L.8.4d and L.8.5a, L.8.5b, L.8.5c to increase vocabulary and differentiate between word choices to improve writing and speaking.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate the behaviors of a strategic reader.</li><li>• Choose and employ vocabulary and diction appropriately for different purposes.</li><li>• Demonstrate frequent and appropriate use of print and digital reference materials.</li><li>• Demonstrate independence in the analysis of vocabulary when encountered in content-based text, speech, and across disciplines.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate the behaviors of a strategic reader.</li><li>• Choose and employ vocabulary and diction appropriately for different purposes.</li><li>• Demonstrate frequent and appropriate use of print and digital reference materials. Demonstrate independence in the analysis of vocabulary when encountered in content-based text, speech, and across disciplines.</li></ul>

How is it assessed? **Coming Soon!**

**State Assessment:**

DRAFT