

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 build basic sentence structure and grammar through speaking and early writing. This Standard is paired with:

- Writing Standards
- Speaking and Listening Standards

Language Standard 1 at a Glance:

- **Grades K-2:** Students use complete sentences, understand subject-verb agreement, use common nouns, verbs, and adjectives. They begin using pronouns and prepositions and recognize and form plurals and verb tenses.
- **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.

Key Words/Terms: Grammar, usage, voice, mood, phrases, clause, phrase, conjunction, interjection, verb tense, subject-verb agreement, pronoun-antecedent agreement, fragment, run-on, modifier, noun, verb, adjective, pronoun, preposition, subject, predicate, tense, plural, grammar

Language Standard 1 Desired Student Performance:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
L1.a Use collective nouns (e.g., group). Identify and define collective nouns presented in a variety of texts Distinguish between common, proper, and possessive, and collective nouns. Demonstrate the use of collective nouns in oral and written language. L1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	L1.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.	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.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
Identify and define frequently occurring irregular plural nouns in text presented in a variety of formats. Form the plurals of frequently occurring singular irregular nouns. Demonstrate the use of plural irregular nouns in oral and written language. L1.c Use reflexive pronouns (e.g., myself, ourselves). Identify and define reflexive pronouns in text presented in a variety of formats. Demonstrate the use of plural irregular nouns in oral and written language. L1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Identify and define past tense of frequently occurring irregular verbs in text presented in a variety of formats. Form the past tense of frequently occurring irregular verbs.	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 irregular plural nouns in oral and written language. 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.	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. 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.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
Demonstrate the correct use of past tense verbs in oral and written language. Analyze writing models for correct use of irregular verbs. L1.e Use adjectives and adverbs, and choose between them depending on what is to be modified. Demonstrate the correct use of past tense verbs in oral and written language. Identify and define adjectives and adverbs in text presented in a variety of formats. Distinguish between adjectives and adverbs. Demonstrate the correct use of adjectives and adverbs in oral and written language. Strengthen writing by using adjectives and adverbs correctly to expand sentences.	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. 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 future tenses of verbs in speaking and writing. Analyze writing models for correct use of verb tenses.	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. Compose sentences using prepositional phrases to modify nouns and verbs.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
L1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). - Distinguish between a sentence and a fragment. - Distinguish between declarative, interrogative, imperative, and exclamatory sentences. - Produce simple and compound sentences independently or in response to prompts. - Strengthen writing by using learned parts of speech to expand sentences.	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.	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).

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
	Identify the correct modifier for given sentences. Demonstrate the correct use of comparative and superlative adjectives and adverbs in oral and written language. Analyze writing models for correct use of comparatives and superlatives. L1.h Use coordinating and subordinating conjunctions. Analyze writing models for correct use of comparatives and superlatives. 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. Distinguish between a sentence and a fragment.	Identify and distinguish between the multiple meanings, spellings, and pronunciations of homophones and homographs. Identify the different meanings for given homophones. Demonstrate and explain correct use of frequently confused words in writing. Analyze writing models for the effective use of frequently confused words.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
	Distinguish between simple, compound, and complex sentences. Strengthen writing by revising to use a variety of sentence types.	

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:

- Writing Standards
- Speaking and Listening Standards

Language Standard 2 at a Glance:

- **Grades K-2:** Students in kindergarten through grade 2 develop foundational writing skills by learning and applying basic rules of capitalization, punctuation, and spelling. With guidance and practice, they grow from writing simple sentences with correct capitalization and end punctuation to using commas, apostrophes, and common spelling patterns to communicate clearly and accurately.
- **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.

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 2	Grade Levels: Grade 3	Next Progression: Grade 4
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
L2.a Capitalize holidays, product names, and geographic names. Distinguish between common and proper nouns. Demonstrate correct capitalization of holidays, product names, and geographic names in writing. Analyze writing models for correct capitalization. L2.b Use commas in greetings and closings of letters. Identify the components of a letter.	L2.a Capitalize appropriate words in titles. 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.	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.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
Demonstrate the correct use of commas when writing letters (correspondence). L2.c Use an apostrophe to form contractions and frequently occurring possessives. Identify and explain the purpose and formation of contractions and possessives. Demonstrate correct formation and use of contractions and possessives. Analyze writing models for correct use and formation of contractions and possessives. L2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). Identify common spelling patterns. Demonstrate use of learned spelling patterns when writing. L2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	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 and quotation marks in dialogue. 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	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. 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.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
Apply alphabet knowledge to use beginning dictionaries to check and correct spelling. Strengthen writing by using reference materials when drafting and editing.	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 and generalizations to spell grade appropriate words correctly. Apply knowledge of syllable types to spell multisyllabic words.	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.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
	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.	

Language (L) Anchor Standard 3

Use knowledge of language and its conventions when writing, speaking, 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 K-2:** Students begin to develop foundational strategies for figuring out the meaning of unfamiliar and multiple-meaning words and phrases by exploring context, word parts such as common prefixes (e.g., un-, re-) and root words, and introductory reference tools.
- **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, and revise writing to improve clarity and style. They recognize and adjust style, clarity, sentence fluency, tone, and demonstrate audience awareness.

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 2	Grade Levels: Grade 3	Next Progression: Grade 4
L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
L3.a Compare formal and informal uses of English. Identify and distinguish between formal and informal English. Identify purposes, audiences, and environments that require formal and informal English. Adjust use of formal and informal English for purpose, audience, and environment.	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.	L3.a Choose words and phrases to convey ideas precisely. Distinguish between literal and nonliteral meanings of words and phrases. Use dictionaries, glossaries, thesauruses, and multimedia resources to identify and use synonyms for words. Strengthen writing by revising sentences for clarity.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
	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.	Analyze writing models or speech for affect of words and phrases on meaning. L3.b 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 for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). Recognize situations as requiring formal or informal English. Adjust language to a variety of situations.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
		Demonstrate command of conventions of standard English grammar and usage when speaking.

Language (L) Anchor Standard 4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

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 K-2:** Students begin learning how to figure out the meanings of unfamiliar and multiple-meaning words and phrases by identifying and understanding common word parts, such as prefixes and root words, and by using context clues from the sentence or surrounding text.
- **Grades 3-5:** Students use word parts and context 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.

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 2	Grade Levels: Grade 3	Next Progression: Grade 4
L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.	L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
L4.a Use sentence-level context as a clue to the meaning of a word or phrase. Identify sentence clues that help determine or clarify the meaning of a word or phrase. Access prior knowledge to help determine or clarify the meaning of a word or phrase. Discuss words and word meanings as they are encountered. L4.b Determine the meaning of a new word formed when a known	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.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.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
prefix is added to a known word (e.g., happy/unhappy, tell/retell). Identify common prefixes and their meaning. Use meaning of known words and prefixes to explain the meaning of new words. L4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). Identify and define the root word in unknown words. Identify common suffixes and their meanings. Use meaning of prefixes and suffixes to explain the meaning of known root words. L4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	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. 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). 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.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. 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.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
Identify compound words presented orally and in a variety of texts. Combine meanings of individual words together to determine meaning of new compound words. Use compound words orally and in writing. L4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. Apply alphabet knowledge to use glossaries and dictionaries. Use keywords and text features to help find information within a specific source. Strengthen writing by using glossaries and beginning dictionaries to determine word choice.	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 material to revise for precise word choice.	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.

Language (L) Anchor Standard 5:

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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:

- Writing Standards
- Speaking and Listening Standards

Language Standard 5 at a Glance:

- **Grades K-2:** Students begin to understand word relationships through experiences with text and rich discussions with adults and peers.
- **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 by function or category.

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 2	Grade Levels: Grade 3	Next Progression: Grade 4
L5 Demonstrate understanding of word relationships and nuances in word meanings.	L5 Demonstrate understanding of word relationships and nuances in word meanings.	L5 Demonstrate understanding of figurative language , word relationships, and nuances in word meanings.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
L5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life. L5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related	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.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.

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
adjectives (e.g., thin, slender, skinny, scrawny). Identify synonyms for given verbs and adjectives. Use context clues to distinguish intensity (nuances) of meaning among synonyms. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meanings of words and phrases.	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 materials both print and digital to identify synonyms for given words.	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). 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.

Language (L) Anchor Standard 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).

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. They use 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 K-2:** Students expand their vocabulary through reading, being read to, explicit vocabulary instruction, and engaging in discussions with adults and peers.
- **Grades 3-5:** Students expand their vocabulary through reading and content-area learning. They apply context clues to determine word meanings, use glossaries and dictionaries, understand and recognize synonyms, antonyms, and figurative language. They employ subject-specific vocabulary in writing and speaking.

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 2	Grade Levels: Grade 3	Next Progression: Grade 4
L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	L6 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).	L6 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).

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with	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	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

Pre Requisite Skills: Grade 2	Grade Levels: Grade 3	Next Progression: Grade 4
peers and adults in small and larger groups. Use adjectives and adverbs and choose between them depending on what is to be modified.	about grade 3 topics and text, building on other's ideas and expressing their own clearly.	grade 4 topics and text, building on other's ideas and expressing their own clearly.