

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 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, phrases, clauses, parallel structure, and create voice and mood. 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, 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 4	Grade Levels: Grade 5	Next Progression: Grade 6
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 4	Grade Levels: Grade 5	Next Progression: Grade 6
L1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Identify relative pronouns and relative adverbs in text presented in a variety of formats. Identify the antecedents for relative pronouns. Demonstrate the appropriate use of relative adverbs to expand sentences. Apply the use of relative pronouns and relative adverbs in oral and written language.	L1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Differentiate between a sentence, a phrase, and a clause. Recognize conjunctions, prepositions, and interjections in text presented in a variety of formats. Combine sentences using appositives, adjectives, adverbs, and prepositional phrases. Explain and apply rules for using conjunctions, prepositions, and	L1.a Ensure that pronouns are in the proper case (subjective, objective, possessive). Apply an understanding of the relationship between the use and form of personal pronouns i.e., subjective pronouns as subjects and predicate nominatives; objective pronouns as objects of prepositions; direct, and indirect objects; possessive pronouns as adjectives. Analyze professional, peer, and their own writing for correct use of pronoun case.

Pre Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
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. Identify rules for using modal auxiliaries.	interjections in simple, compound, and complex sentences. Analyze writing models for correct use of conjunctions, prepositions, and interjections. Analyze writing models for correct use of parts of speech. L1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Identify and form the past participles of verbs. Form the perfect tenses of verbs using appropriate tense of to have and past participles Identify and form the past participles of verbs. Form the perfect tenses of verbs using appropriate tense of to have and past participles. Differentiate between present perfect, past perfect, and future perfect tenses.	L1.b Use intensive pronouns (e.g., myself, ourselves). Apply an understanding of the difference in purpose and function between a reflexive and an intensive pronoun. Analyze the effect of intensive pronouns on meaning or tone in professional, peer, and their own writing. Demonstrate command of standard English by using intensive pronouns correctly L1.c Recognize and correct inappropriate shifts in pronoun number and person. Apply an understanding of the relationship of a pronoun to its antecedent. Use precise language to inform or explain. Develop and strengthen writing by editing for clarity.

Pre Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
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. Strengthen writing by revising to include prepositional phrases.	Demonstrate correct use of perfect verb tenses in oral and written language. Analyze writing models to determine the effect of verb tenses on meaning. L1.c Use verb tense to convey various times, sequences, states, and conditions. Explain the difference between past, present, and future tenses including perfect tenses. Recognize verb tense as an organizational aid to understanding text. Analyze writing models for correct use of verb tenses. L1.d Recognize and correct inappropriate shifts in verb tense. Identify the time frame and correlating verb tense in text presented in a variety of formats. Recognize and edit mismatches between time frame and verb tense in writing.	Analyze the effect of pronouns and their antecedents on meaning in professional, peer, and their own writing. Analyze writing models for correct use of abstract nouns. L1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 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. Use precise language to inform or explain. Strengthen writing by editing to correct vague pronouns. Analyze the effect of precise v. ambiguous pronouns on meaning in professional, peer, and their own writing. Apply correct subject-verb and pronoun-antecedent agreement in speaking and writing.

Pre Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
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). Identify and distinguish between the multiple meanings, spellings, and	Analyze writing models for effective use of verb tense. L1.e Use correlative conjunctions (e.g., either/or, neither/nor). Identify and explain the purpose of correlative conjunctions. Demonstrate the correct use of correlative conjunctions in sentences. Analyze writing models for the effective use of correlative conjunctions.	Analyze writing models for correct subject-verb and pronoun-antecedent agreement. L1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* Apply skills from L1.a-d to analyze the effect on meaning in professional writing, the writing of peers, and their own writing. Revise to develop and strengthen writing. Edit for clarity to develop and strengthen writing.

Pre Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
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.		

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 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, and dates, and use quotation marks for dialogue. They spell grade-level words correctly using spelling patterns and reference tools.
- **Grades 6-8:** Students apply conventions to clarify meaning and support writing structures. They use punctuation to indicate pause/break (comma, ellipsis, dash) and indicate omission with ellipsis. Students use correct punctuation with dialogue and quotations, spell complex, multisyllabic, and content-specific words correctly, and edit their writing for consistency and clarity.

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

Language Standard 2 Desired Student Performance:

Pre Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
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 4	Grade Levels: Grade 5	Next Progression: Grade 6
L2.a Use correct capitalization. Explain the rules for capitalization in sentences and with proper nouns. Use capital letters correctly in titles and the first word indirect quotations Analyze writing models for correct capitalization. L2.b Use commas and quotation marks to mark direct speech and quotations from a text. Distinguish between direct and indirect dialogue in text.	L2.a Use punctuation to separate items in a series. Identify items belonging to the same series. Use commas when three or more items are listed in a series. Identify whether items are in or within a series to inform the use of punctuation. L2.b Use a comma to separate an introductory element from the rest of the sentence. Explain and demonstrate rules for using commas to separate an	L2.a Use punctuation (commas, parentheses, dashes) to set off non-restrictive/parenthetical elements. Apply an understanding of the choices and functions among punctuation to set off nonrestrictive elements. Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning. Strengthen writing by editing for correct punctuation to set off nonrestrictive/parenthetical elements.

Pre Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
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. L2.d Spell grade-appropriate words correctly, consulting references as needed.	introductory element from the rest of a sentence. Analyze writing models to determine the effect of punctuation on meaning. L2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag 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?). Analyze writing models to determine the effect of punctuation on meaning. Strengthen writing by editing for the correct use of commas after introductory elements. L2.d Use underlining, quotation marks, or italics to indicate titles of works. Identify and distinguish rules for punctuating different types of titles (e.g. books, articles, plays). Demonstrate use of underlining, quotation marks, or italics to identify titles.	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie) Apply an understanding of the difference between coordinate adjectives and adjectives in a series. Apply an understanding of punctuation to produce clear writing. Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning. Strengthen writing by editing for correct punctuation to set off nonrestrictive/parenthetical elements. L2.b Spell correctly. Spell correctly grade-appropriate general academic and domain-specific words. Use print, digital resources, and internalized knowledge to support correct spelling.

Pre Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
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.	Analyze writing models for the correct notation of titles. Strengthen writing by editing for the correct notation of titles. L2.e Spell grade-appropriate words correctly, consulting references as needed. Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly. Use knowledge of word structure and word origins to spell grade-appropriate words. Use reference materials to correct or confirm spelling of grade-appropriate words (e.g., dictionaries, thesauruses, including use of the Internet). Use word processing prompts when appropriate to correct spelling of grade appropriate words. Analyze writing models for correct spelling.	

Language (L) Anchor Standard 3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

- Writing 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, and revise writing to improve clarity and style. They recognize and adjust style, clarity, sentence fluency, tone, and demonstrate 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, 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 4	Grade Levels: Grade 5	Next Progression: Grade 6
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 4	Grade Levels: Grade 5	Next Progression: Grade 6
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.	L3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Demonstrate command of conventions of standard English grammar and usage. Strengthen writing by revising to expand, combine, and reduce sentences. Analyze writing models or speech for effect of sentence types on meaning, reader/listener interest, and style.	L3.a Vary sentence patterns for meaning, reader/listener interest, and style. Apply an understanding of audience and the purpose of speech or writing and their effect upon its meaning. Apply understanding of various sentence patterns i.e., reordering words, adjusting length of sentences, adding words, phrases or clauses. Analyze professional, peer, and their own writing or speech to determine the effect various sentence patterns

Pre Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
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.	L3.b Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems). Listen to, read, and discuss a variety of texts representing diverse cultures, perspectives, ethnicities, and time periods. Describe the difference between dialects and registers in the English language. Analyze writing models or speech to determine the effect of varieties of English on meaning and interest.	have upon meaning, interest, and style. Strengthen writing by revising sentence patterns for interest and style. L3.b Maintain consistency in style and tone. Apply an understanding of audience, purpose, and format to determine style and tone. Establish and maintain a formal style. Adapt speech to a variety of contexts and tasks. Use precise word choice to establish and maintain tone. Strengthen writing by revising sentences for style and tone.

Pre Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
Demonstrate command of conventions of standard English grammar and usage when speaking. 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 or phrases based on grade 5 reading and content, choosing flexibly from a range 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 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.
- **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 and use increasingly complex context clues. They analyze Greek and Latin roots and affixes. Students can distinguish between 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 4	Grade Levels: Grade 5	Next Progression: Grade 6
L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	L4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
L4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Identify clues in the text that help determine or clarify the meaning of a word or phrase. Connect prior knowledge and experiences to determine the meaning of a word or phrase Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.	L4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use relationship of ideas in the text to determine meaning of a word or phrase. Connect prior knowledge and experiences to determine the meaning of a word or phrase. Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.	L4.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. Apply an understanding of the various types of context clues to determine word or phrase meaning. Apply an understanding of inference and drawing conclusions to determine word or phrase meaning. L4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of

Pre Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
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.	L4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). Identify Greek and Latin word roots. Use meaning of Greek and Latin roots/affixes to explain the meaning of new words. Identify relationships between and among words with common Greek and Latin roots. L4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. Identify the sections of the media center and the attributes of the sources located within each section. Identify safe and unsafe online practices.	a word (e.g., audience, auditory, audible). Apply an understanding of basic word parts as clues to word meaning. Apply an understanding of root word families to determine the meaning of a word. 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. Strengthen writing by using reference materials both print and digital to refine word choices. 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). Apply an understanding of the skills in L4 a-c to verify word meaning.

Pre Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grade 6
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.	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 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.
- **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 4	Grade Levels: Grade 5	Next Progression: Grades 6
L5 Demonstrate understanding of figurative language , word relationships, and nuances in word meanings.	L5 Demonstrate understanding of figurative language, 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 4	Grade Levels: Grade 5	Next Progression: Grades 6
L5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Identify figurative language in text presented in a variety of formats. Distinguish between similes and metaphors. Interpret the meaning of simple similes and metaphors in text presented in a variety of formats. L5.b Recognize and explain the meaning of common idioms, adages, and proverbs.	L5.a Interpret figurative language, including similes and metaphors, in context. Identify and explain similes and metaphors in text. Use context to determine the meaning of figurative language. Explain how figurative language contributes to constructing meaning in a text. L5.b Recognize and explain the meaning of common idioms, adages, and proverbs.	L5.a Interpret figures of speech (e.g., personification) in context. Apply knowledge of figurative language including personification to a critical reading of a text. Use sensory language to convey experiences and events. Determine the meaning of words and phrases as they are used in a text including figurative language. Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning.

Pre Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grades 6
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.	Define and identify the purpose of idioms, adages, proverbs. Interpret the meaning of idioms, adages, and proverbs encountered in text. L5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. Consult reference materials including dictionaries, glossaries, thesauruses, and online resources to identify the relationship between words. Use knowledge of nuances to determine precise words as needed for speaking and writing.	L5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Apply an understanding of connections between words including cause/effect, part/whole, and item/category to a critical reading of a text. Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning. L5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). Apply an understanding of connotation to judge word choice. Use precise words to convey experiences and events. Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.

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. 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 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.
- **Grades 6-8:** Students develop independence in determining word meanings 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 4	Grade Levels: Grade 5	Next Progression: Grades 6
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).	L6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	L6 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.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grades 6
Through modeling and exposure to a variety of texts, develop and enhance rich oral language and writing, including general academic and domain specific words. Participate in collaborative conversations with diverse peers about grade 4 topics and text,	Apply skills identified in the College and Career Readiness Standards to increase vocabulary and differentiate between word choices to improve writing and speaking Participate in collaborative conversations with diverse peers about grade 5 topics and text,	Apply skills to increase vocabulary and differentiate between word choices to improve writing and speaking. Participate in collaborative conversations with diverse peers about grade 6 topics and text, building on other's ideas and expressing their own clearly.

Pre Requisite Skills: Grade 4	Grade Levels: Grade 5	Next Progression: Grades 6
building on other's ideas and expressing their own clearly.	building on other's ideas and expressing their own clearly.	