

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 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, 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 6	Grade Levels: Grade 7	Next Progression: Grade 8
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 6	Grade Levels: Grade 7	Next Progression: Grade 8
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.	L1.a Explain the function of phrases and clauses in general and their function in specific sentences. Apply an understanding of the formation and the function of phrases and clauses i.e., verb, prepositional, and appositive phrases independent versus dependent (noun, adjective, and adverb) clauses Describe the use of a phrase or clause in a specific sentence. Analyze professional, peer, and their own writing for their use of phrases and clauses.	L1.a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Apply an understanding of the formation and function of verbals and verbal phrases. Use precise words, relevant descriptive details and sensory language to convey experiences. Analyze the use of verbals and verbal phrases in professional, peer, and their own writing.

Pre Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
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.	L1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Apply an understanding of how clauses create relationships between and among ideas in a sentence. Apply an understanding of how sentence types create relationships between and among ideas. Use clauses to clarify the relationships among claims, reason, and evidence. Use a variety of clauses to convey sequence. Analyze the use of simple, compound, complex, and compound-complex sentences in professional, peer, and their own writing. L1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Apply an understanding of the relationship between the placement	L1.b Form and use verbs in the active and passive voice. Apply an understanding of the difference in formation and function of active and passive voice verbs. Use precise words to capture action when writing. Use verbs in the active and passive voice to achieve particular effects. Analyze the effect of active and passive voice verbs in professional, peer, and their own writing. L1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Apply an understanding of the formation and function of verbs in various moods. Apply an understanding of the relationship between the mood of a verb and the purpose of a sentence. Use verbs in the conditional and subjunctive mood to achieve particular effects.

Pre Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
Analyze the effect of pronouns and their antecedents on meaning in professional, peer, and their own writing. 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. L1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to	of phrases and clauses and clarity of meaning. Produce clear and coherent writing through revision. Analyze the effect of placement of phrases and clauses on meaning in professional, peer, and their own writing. Strengthen writing by editing to correct misplaced and dangling modifiers.	Analyze the effect of verb mood on meaning in professional, peer, and their own writing. Strengthen writing by editing for correct mood of verbs. L1.d Recognize and correct inappropriate shifts in verb voice and mood. Apply an understanding of how an inappropriate use of verb voice and mood affects meaning. Analyze the effect of verb voice and mood on meaning in professional, peer, and their own writing. Strengthen writing by editing to correct inappropriate shifts in verb voice and mood.

Pre Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
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.		

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 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 6	Grade Levels: Grade 7	Next Progression: Grade 8
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 6	Grade Levels: Grade 7	Next Progression: Grade 8
L2.a Use punctuation (commas, parentheses, dashes) to set off non-restrictive/parenthetical elements. Produce clear and coherent writing through revision. 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.	L2.a Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).) 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.	L2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Apply an understanding of the choices and functions among punctuation to show a pause. Determine from context the purpose for a pause or break in speech or writing. Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning.

Pre Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
Strengthen writing by editing for correct punctuation to set off nonrestrictive/parenthetical elements. 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.	Strengthen writing by editing for correct punctuation to separate coordinate adjectives. 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.	Strengthen writing by editing for correction punctuation to indicate a pause or break. L2.b Use an ellipsis to indicate an omission. Apply an understanding of punctuation to show an omission. Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning. Strengthen writing by editing for correct punctuation to indicate an omission. L2.c Spell correctly. Spell correctly grade-appropriate general academic and domain-specific words. Use print, digital, and internalized knowledge resources to support 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 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 6	Grade Levels: Grade 7	Next Progression: Grade 8
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 6	Grade Levels: Grade 7	Next Progression: Grade 8
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	L3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Apply an understanding of how inexact or repetitive language affects meaning in speech and writing. Apply an understanding of denotation and connotation and their effect upon meaning in speech or writing. Strengthen speech or writing by revising sentences for precision and conciseness.	L3.a 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). Apply an understanding of voice and mood of verbs to affect the meaning of speech or writing. Strengthen speech or writing by revising to achieve particular effects. Analyze professional, peer, and their own writing or speech to determine

Pre Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
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.	Analyze professional, peer, and their own writing or speech to determine the effect of word choice upon meaning.	the effect of voice and mood of verbs upon meaning.

Language (L) Anchor Standard 4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level 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 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, 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 6	Grade Levels: Grade 7	Next Progression: Grade 8
L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.	L4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
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	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. Apply an understanding of the various types of context clues to	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 and Latin affixes and roots as clues to the meaning of

Pre Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grade 8
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.	determine word or phrase meaning. L4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Apply an understanding of inference and drawing conclusions to determine word or phrase meaning. Apply an understanding of root word families to determine the meaning of a word. L4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 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	a word (e.g., precede, recede, secede). 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 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. 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 6	Grade Levels: Grade 7	Next Progression: Grade 8
	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.	

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 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: 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 6	Grade Levels: Grade 7	Next Progression: Grades 8
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 6	Grade Levels: Grade 7	Next Progression: Grades 8
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.	L5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Apply knowledge of figurative language including literary, biblical, and mythological allusions to a critical reading of a text. Use sensory language to capture the action and convey experiences and events. Determine the meaning of words and phrases as they are used in a text including figurative language.	L5.a Interpret figures of speech (e.g., verbal irony, puns) in context. Apply knowledge of figurative language including verbal irony and puns to a critical reading of a text. Use sensory language to capture the action and 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

Pre Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grades 8
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.	Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning. L5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Apply an understanding of connections between words including synonym/antonym and analogy 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., refined, respectful, polite, diplomatic, condescending). Apply an understanding of connotation to judge word choice. Use precise words to capture the action and convey experiences and events.	figurative language contributes to meaning. L5.b Use the relationship between particular words to better understand each of the words. Apply an understanding of connections between words 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., bullheaded, willful, firm, persistent, resolute). Apply an understanding of connotation to judge word choice. Use precise words to capture the action and convey experiences and events. Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.

Pre Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grades 8
	Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.	

Language (L) Anchor Standard 6:

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.

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 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

Language Standard 6 Desired Student Performance:

Pre Requisite Skills: Grade 6	Grade Levels: Grade 7	Next Progression: Grades 8
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.	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.	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 6	Grade Levels: Grade 7	Next Progression: Grades 8
Apply skills 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, building on other's ideas and expressing their own clearly.	Apply skills 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, building on other's ideas and expressing their own clearly.	Apply skills 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, building on other's ideas and expressing their own clearly.