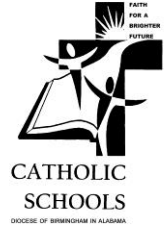




## The Diocese of Birmingham in Alabama Catholic Schools Office



### TABLE OF CONTENTS

TOPIC	Page
<u>INTRODUCTION</u>	<u>i</u>
<u>INSTRUCTIONS</u>	<u>ii</u>
<b>GRADES</b>	
<u>KINDERGARTEN</u>	<u>4</u>
<u>GRADE ONE</u>	<u>11</u>
<u>GRADE TWO</u>	<u>19</u>
<u>GRADE THREE</u>	<u>26</u>
<u>GRADE FOUR</u>	<u>35</u>
<u>GRADE FIVE</u>	<u>44</u>
<u>GRADE SIX</u>	<u>53</u>
<u>GRADE SEVEN</u>	<u>62</u>
<u>GRADE EIGHT</u>	<u>71</u>



## The Diocese of Birmingham in Alabama Catholic Schools Office



### Introduction to the Diocese of Birmingham English Language Arts Standards

Pope Benedict XVI, in his address to Catholic Educators in Washington, DC on April 17, 2008, stated that “Catholic schools are an outstanding apostolate of hope... addressing the material, intellectual and spiritual needs of three million children.” He also said “Education is integral to the mission of the Church to proclaim the good news.” The United States Conference of Catholic Bishops, in their document, *Renewing our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium* (2005), said “Our vision is clear: our Catholic schools are a vital part of the teaching mission of the Church...We must respond to challenging times with faith, vision and the will to succeed because the Catholic school’s mission is vital to the future of our young people, our nation, and most especially to the Church.”

*The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (2012)* was created to define the characteristics of Catholic schools and develop performance benchmarks to assist and support all those involved in Catholic education to assess, refine and continue with the Catholic Church’s mission. The Nine Defining Characteristics of a Catholic school are:

1. Centered in the Person of Jesus Christ.
2. Contributing to the Evangelizing Mission of the Church.
3. Distinguished by Excellence.
4. Committed to Educate the Whole Child.
5. Steeped in a Catholic Worldview.
6. Sustained by Gospel Witness.
7. Shaped by Communion and Community.
8. Accessible to All Students.
9. Established by the Expressed Authority of the Bishop.

What do we mean by “Distinguished by Excellence?” “The academic program should be rigorous and doctrinally sound with curricular experiences that are rigorous, relevant, research-based, and infused with Catholic faith and traditions.”(National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, 2012.) Specifically, our instructional program must prepare students to live in the 21<sup>st</sup> century with all the skills and knowledge necessary to be successful. Benchmark 7.1 states “The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values. “

The Diocesan Standards and Benchmarks for English Language Arts were developed by teachers across the Diocese who contributed their expertise to this initiative. I would like to personally thank all those whose knowledge and commitment contributed to this document.

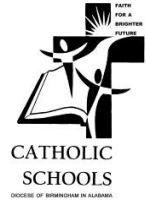
*Fran Lawlor*

Fran Lawlor

Superintendent of Schools



## The Diocese of Birmingham in Alabama Catholic Schools Office





### **INSTRUCTIONS**




#### **NOTES ON THE STANDARDS/STRANDS**



1. Reading of informational texts has been added. In the past, greater emphasis was placed on reading literature. Students must develop the skills necessary to comprehend informational text in high school and college as well as in the workplace. However, the study of literature has not been abandoned. Our students will encounter both types of text in their school careers and workplace and must be proficient in reading and understanding each.
2. Today's students must be able to write for multiple purposes- informative/expository, narrative, and persuasive. Tools today not only include the traditional paper and pencil, chalk and blackboard, markers and white board but digital writing on tablets, laptops, and smart phones.
3. The language strand includes the traditional conventions of the English language as well as how these conventions can be applied to writing, speaking, reading and listening. Vocabulary development is considered part of the language strand.
4. The speech and listening strand teaches students to adapt speech to a variety of contexts and tasks in all subject areas. Students must collaborate for both comprehension and presentation.
5. The increased complexity of text refers to not only what students will know or be able to do but the increasing complexity of the texts required at each grade level.

# Kindergarten


Area-Grade	Content Standards In Action (I can.../Students will...)	Example(s)/Possible Extensions	Suggested Time of Focus	Date Taught
<b>Domain: Reading for Literature</b>				
<b>Sub-category: Key Ideas and Details</b>				
K-RL1	With prompting and support, ask and answer questions about key details in a text.			
K-RL1a	Make predictions to determine main idea and anticipate an ending.	 Set purpose for reading and preview text.		
K-RL2	With prompting and support, retell familiar stories, including key details.			
K-RL3	With prompting and support, identify characters, settings, and the plot of events in a story.	Make connections to the text.		
<b>Sub-category: Craft and Structure</b>				
K-RL4	Ask and answer questions about unknown words in a text .	Storybooks and poems		
K-RL5	Recognize common types of texts.	Recognize the difference between texts that tell and text that inform.		
K-RL6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	 Concepts of print: covers, left to right directionality, copyright, title page, and dedication page.		
<b>Sub-category: Integration of Knowledge and Ideas</b>				
K-RL7	With prompting and support, describe the relationship between illustrations and the story in which they appear.	Use illustrations and details in a story to describe its characters, setting, and/or events.		
K-RL8	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.			
<b>Sub-category: Range of Reading and Level of Text Complexity</b>				
K-RL9	Actively engage in group reading activities with purpose and understanding .			

<b>Domain: Reading Standards for Informational Text</b>				
<b>Sub-category: Key Ideas and Details</b>				
K-RI1	With prompting and support, ask and answer questions about key details in a text.			
K-RI2	With prompting and support, identify the main topic and retell key details of a text.			
K-RI3	With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.			
<b>Sub-category: Craft and Structure</b>				
K-RI4	With prompting and support, ask and answer questions about unfamiliar words in a text.			
K-RI5	Identify the front cover, back cover, and title page of a book.	Identify copyright, title pages, dedication by author / illustrator.		
K-RI6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.			
<b>Sub-category: Integration of Knowledge and Ideas</b>				
K-RI7	With prompting and support, describe the relationship between illustrations and the text in which they appear.	Use the illustrations and details in a text to describe its key details.		
K-RI8	With prompting and support, identify the reasons an author gives to support points in a text.			
K-RI9	With prompting and support, compare and contrast two texts on the same topic.	In illustrations, descriptions, or procedures		
<b>Sub-category: Range of Reading and Level of Text Complexity</b>				
K-RI20	Actively engage in group reading activities with purpose and understanding.			
<b>Domain: Reading Standards -Foundational Skills</b>				
<b>Sub-category: Print Concepts</b>				
K-RFS1	Demonstrate understanding of the organization and basic features of print.			
K-RFS1a	Follow words from left to right, top to bottom, and page by page.			

K-RFS1b	Recognize that spoken words are represented in written language by specific sequences of letters.			
K-RFS1c	Understand that words are separated by spaces in print.			
K-RFS1d	Recognize and name all uppercase and lowercase letters of the alphabet.			
K-RF1e	 Recognize the distinguishing features of a sentence.	Every sentence begins with a capital letter and ends with some type of punctuation.		
<b>Sub-category: Phonological Awareness</b>				
K-RFS2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
K-RFS2a	Recognize and produce rhyming words.			
K-RFS2b	Count, pronounce, blend, and segment syllables in spoken words.			
K-RFS2c	Blend and segment onsets and rimes of single-syllable spoken words.			
K-RFS2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	 Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word. Know the sound correspondences for common consonant digraphs.		
K-RFS2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.			
<b>Sub-category: Phonics and Word Recognition</b>				
K-RFS3	Know and apply grade-level phonics and word analysis skills in decoding words.			
K-RFS3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.			
K-RFS3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	 Decode regularly spelled one-syllable words.		




K-RFS3c	Read high-frequency words by sight.			
K-RFS3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	 Know the spelling-sound correspondences for common consonant digraphs.		
<b>Sub-Category: Fluency</b>				
K-RFS4	Read emergent-leveled readers with purpose and understanding.			
<b>Domain: Writing</b>				
<b>Sub-category: Text Types and Purposes</b>				
K-W1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	I like... My favorite...		
K-W2	Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic.			
K-W3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			
<b>Sub-category: Production and Distribution of Writing</b>				
K-W4	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			
K-W5	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	 With guidance and support, use age-appropriate tools in the writing process.		
<b>Sub-category: Research</b>				
K-W6	Participate in shared research and writing projects.	Explore multiple books by a favorite author and express opinions about them.		



K-W7	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
<b>Domain: Speaking and Listening Standards</b>				
<b>Sub-category: Comprehension and Collaboration</b>				
K-SL1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.			
K-SL1a	Follow agreed-upon rules for discussions.			
K-SL1b	Continue a conversation through multiple exchanges.			
K-SL2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.			
K-SL3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.			
<b>Sub-category: Presentation of Knowledge and Ideas</b>				
K-SL4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.			
K-SL5	Add drawings or other visual displays to descriptions as desired to provide additional detail.			
KSL6	Speak audibly and express thoughts, feelings, and ideas in an age-appropriate manner.			
<b>Domain: Language Standards</b>				
<b>Sub-category: Conventions of Standards English</b>				
K-L1	Begin to demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.			
K-L1a	Print all uppercase and lowercase letters legibly.			
K-L1b	Use frequently occurring nouns and verbs.			


K-L1c	Understand and use questions orally by adding /s/ or /es/.	Examples: dog, dogs; wish, wishes		
K-L1d	Understand question words.	who, what , when, where, how, why		
K-L1e	Use the most frequently occurring prepositions.	to, from, in, out, on, off, for, of, by, with		
K-L1f	Produce and expand complete sentences in shared language activities.			
K-L2	Begin to develop command of the conventions of Standard English capitalization, punctuation, and spelling when writing.			
K-L2a	Capitalize the first word in a sentence and the pronoun.			
K-L2b	Recognize and name end punctuation.			
K-L2c	Write a letter or letters for all consonant and short-vowel sounds (phonemes).			
K-L2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			
<b>Sub-category: Acquiring and Using Vocabulary</b>				
K-L3	Determine or clarify the meaning of unfamiliar and multiple-meaning words and phrases based on kindergarten reading and content.			
K-L3a	Identify new meanings for familiar words and apply them accurately.	Example: knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> .		
K-L3b	Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.	Exempli: <i>-ed, -s, re-, un-, pre-, -ful, -less</i>		
K-L3c	 Use context as clues for meaning of unfamiliar words.			
K-L4	With guidance and support from adults, explore word relationships and nuances in word meanings.			
K-L4a	Sort common objects into categories to gain a sense of the concepts the categories represent.	Example: shapes, foods		
K-L4b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).			

K-L4c	Identify real-life connections between words and their use.			
K-L4d	Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.	Example: walk, march, strut, prance		
K-L5	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			




# First Grade



Area-Grade	Content Standards In Action (I can.../Students will...)	Example(s)/Possible Extensions	Suggested Time of Focus	Date Taught
<b>Domain: Reading Standards for Literature</b>				
<b>Sub-category: Key Ideas and Details</b>				
1-RL1	Ask and answer questions about key details in a text.			
1-RL1a	 Infer the main idea and make predictions from text clues.			
1-RL2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.			
1-RL3	Describe characters, settings, and major events in a story, using key details.			
<b>Sub-category: Craft and Structure</b>				
1-RL4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.			
1-RL5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.			
1-RL6	Identify who is telling the story at various points in a text.			
<b>Sub-category: Integration of Knowledge and Ideas</b>				
1-RL7	Identify genres and their subcategories.	 Example: fiction (fantasy, realistic); non-fiction (informational, biography / expository)		
1-RL8	 Identify details of story which support the given genre category.			
1-RL9	Use illustrations and details in a story to describe its characters, setting, or events.			
1-RL10	Compare and contrast the adventures and experiences of characters in stories.			





<b>Sub-category: Range of Reading and Level of Text Complexity</b>				
1-RL11	With prompting and support, read prose and poetry of appropriate complexity for Grade 1.			
<b>Domain: Reading Standards for Information Text</b>				
<b>Sub-category: Key Ideas and Details</b>				
1-RIT1	Ask and answer questions about key details in a text.			
1-RIT2	Identify the main topic and retell key details of a text.			
1-RIT3	 Describe the connection between two or more individuals, events, ideas, or pieces of information in a text.			
<b>Sub-category: Craft and Structure</b>				
1-RIT4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			
1-RIT5	Know and use various text features to locate key facts or information in a text .	Examples: titles, captions, headings, tables of contents, glossaries, electronic menus, and icons.		
1-RIT6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.			
<b>Sub-category: Integration of Knowledge and Ideas</b>				
1-RIT7	Use the illustrations and details in a text to describe its key ideas.			
1-RIT8	Identify basic similarities in and differences between two texts on the same topic using but not limited to illustrations and descriptions.	 Extension: Use multiple version of the same text and examine differences.		
1-RIT9	Identify the reasons an author gives support points in a text.			
<b>Sub-category: Range of Reading and Level of Text Complexity</b>				
1-RIT10	With prompting and support, read informational texts appropriately complex for Grade 1.	Example: Read leveled readers from various genres.		

<b>Domain: Foundational Skills in Reading</b>				
<b>Sub-category: Print Concepts</b>				
1-FS1	Demonstrate understanding of the organization and basic features of print.			
1-FS1a	Recognize the distinguishing features of a sentence.	Example: First letter, capitalization, and, ending punctuation marks		
<b>Sub-category: Phonological Awareness</b>				
1-FS2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
1-FS2a	Distinguish long from short vowel sounds in spoken single-syllable words and in reading.			
1-FS2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.			
1-FS2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.			
1-FS2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).			
1-FS2e	 Understand the difference between consonant digraphs and consonant blends.			
<b>Sub-category: Phonics and Word Recognition</b>				
1-FS3	Know and apply grade-level phonics and word analysis skills in decoding words.			
1-FS3a	Know the spelling-sound correspondences for common consonant digraphs.			
1-FS3b	Decode regularly spelled one-syllable words.			
1-FS3c	Know final -e and common vowel team conventions for representing long vowel sounds.			
1-FS3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.			
1-FS3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	Example: by clapping out the syllables		

1-FS3f	Read words with inflectional endings.			
1-FS3g	Recognize and read grade-appropriate irregularly spelled words.			
<b>Sub-category: Fluency</b>				
1-FS4	Read with sufficient accuracy and fluency to support comprehension.			
1-FS4a	Read on level text with purpose and understanding.			
1-FS4b	Read on level text orally with accuracy appropriate rate and expression on successive reading.			
1-FS4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
<b>Domain: Writing</b>				
<b>Sub-category: Types and Purposes of Text</b>				
1-W1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.			
1-W1a	Write simple poems addressing a topic.			
1-W2	Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			
1-W3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.			
<b>Sub-category: Production and Distribution of Writing</b>				
1-W4	Write a story with a beginning, middle, and end.			
1-W5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.			


1-W6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			
1-W7	 With guidance and support, use the writing process.			
<b>Sub-category: Research to Build and Present Knowledge</b>				
1-W8	Participate in shared research and writing projects.	Example: Oceans and Explorer's		
1-W9	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
<b>Domain: Standards for Speaking and Listening</b>				
<b>Sub-category: Comprehension and Collaboration</b>				
1-SL1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.			
1-SL1a	Follow agreed-upon rules for discussions.	Examples: Listening to others with care, speaking one at a time about the topic and texts under discussion.		
1-SL1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.			
1-SL1c	Ask questions to clear up any confusion about the topics and texts under discussion.			
1-SL2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.			
1-SL3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.			
1-SL4	 Follow age appropriate 2-3 step directions presented orally.			
<b>Sub-category: Sharing Knowledge and Ideas</b>				
1-SL5	 Utilize visual aids and props in an oral presentation.			

1-SL6	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.			
1-SL7	Add drawings or other visual displays (i.e., journals) to descriptions when appropriate to clarify ideas, thoughts, and feelings.			
1-SL8	Produce complete sentences when appropriate to task and situation.			
<b>Domain: Language</b>				
<b>Sub-category: Conventions of Standards English</b>				
1-L1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.			
1-L1a	Print all uppercase and lowercase letters.			
1-L1b	Use common, proper, and possessive nouns.			
1-L1c	Use singular and plural nouns with matching verbs in basic sentences.	Example: <i>He hops; We hop</i>		
1-L1d	Use personal, possessive, and indefinite pronouns.	Examples: <i>I, me, my; they them, their; anyone, everything</i>		
1-L1e	Use verbs to convey a sense of past, present, and future.	Examples: <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>		
1-L1f	Use frequently occurring conjunctions.	Examples: <i>and, but, or, or because</i>		
1-L1g	Use frequently occurring prepositions.	Examples: <i>during, beyond, toward</i>		
1-L1h	Use determiners.	Examples: Articles and demonstratives		
1-L1i	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.			
1-L1j	 Identify difference between plural and possessives.			
1-L1k	 Use contractions - identify words to form contraction.			
1-L1l	Use frequently occurring adjectives.			

1-L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing .			
1-L2a	 Capitalize dates and proper nouns.			
1-L2b	Use end punctuation for sentences .			
1-L2c	Use commas in dates and to separate single words in a series.			
1-L2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.			
1-L2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.			
1-L2f	 Correctly use subject/verb agreement.			
<b>Sub-category: Acquisition and Use of Vocabulary</b>				
1-L3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.			
1-L3a	Use sentence-level context as a clue to the meaning of a word or phrase.			
1-L3b	 Use frequently occurring affixes, prefixes, and suffixes as a clue to the meaning of a word.			
1-L3c	Identify frequently occurring root words and their inflectional forms.			
1-L3d	Apply alphabetical order to the first letter of words to access information.			
1-L3e	 Apply alphabetical order to the second letter with support.			
1-L4	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.			
1-L4a	Sort words into categories to gain a sense of the concepts the categories represent.			

1-L4b	Define words by category and by one or more key attributes.			
1-L4c	Identify real-life connections between words and their use.			
1-L4d	Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.			
1-L5	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.			

# Second Grade

Area-Grade	Content Standards In Action (I can.../Students will...)	Example(s)/Possible Extensions	Suggested Time of Focus	Date Taught
<b>Domain: Reading Standards for Literature</b>				
<b>Sub-category: Key Ideas and Details</b>				
2-RL1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Extensions: Connections, posing questions, inferring, predictions		
2-RL1a	Infer the main idea and supporting details in narrative texts.			
2-RL2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			
2-RL3	Describe how characters in a story respond to major events and challenges.			
<b>Sub-category: Craft and Structure</b>				
2-RL4	Describe how words and phrases supply rhythm and meaning in a story, poem, or song (alliteration, rhymes, repeated lines).			
2-RL5	 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			
2-RL6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.			
<b>Sub-category: Integration of Knowledge and Ideas</b>				
2-RL7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.			

2-RL8	Compare and contrast two or more versions of the same story by different authors or from different cultures.	Examples: Cinderella Stories		
<b>Sub-category: Range of Reading and Level of Text Complexity</b>				
2-RL9	By the end of the year, read and comprehend literature, including stories and poetry, with scaffolding as needed at the high end of the range.			
<b>Domain: Reading Standards for Informational Text</b>				
<b>Sub-category: Key Ideas and Details</b>				
2-RI1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.			
2-RI2	Ask questions to assist with problem solving and cause and effect.			
2-RI3	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.			
2-RI4	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.			
<b>Sub-category: Craft and Structure</b>				
2-RI5	Determine the meaning of words and phrases in a text relevant to a <i>Grade 2 topic or subject area</i> .			
2-RI6	Know and use various text features to locate key facts or information in a text efficiently.	Examples: Captions, bold print, subheadings, glossaries, indexes, icons.		
2-RI7	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.			
<b>Sub-category: Integration of Knowledge and Ideas</b>				
2-RI8	Explain how specific images contribute to and clarify a text.			

2-RI9	Describe how reasons and supporting details support specific points the author makes in a text.			
2-RI10	Compare and contrast the most important points presented by two texts on the same topic.			
<b>Sub-category: Range of Reading and Level of Text Complexity</b>				
2-RI11	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in with scaffolding as needed at the high end of the range.			
<b>Domain: Foundational Skills in Reading</b>				
<b>Sub-category: Phonics and Word Recognition</b>				
2-RF1	Know and apply grade-level phonics and word analysis skills in decoding words Example: inflected endings, comparative endings.			
2-RF1a	Distinguish long and short vowels when reading regularly spelled one-syllable words.			
2-RF1b	Know spelling-sound correspondences for additional common vowel teams.			
2-RF1c	Decode regularly spelled two-syllable words with long vowels.			
2-RF1d	Decode words with common prefixes and suffixes.			
2-RF1e	Identify words with inconsistent but common spelling-sound correspondences.			
2-RF1f	Recognize and read grade-appropriate irregularly spelled words.			
<b>Sub-category: Fluency</b>				
2-RF2	Read with sufficient accuracy and fluency to support comprehension.			
2-RF2a	Read on-level text with purpose and understanding, orally with accuracy, appropriate rate, and expression on successive readings.			


2-RF2b	Use context to confirm or self-correct word recognitions and understanding, rereading as necessary.			
<b>Domain: Writing Standards</b>				
<b>Sub-category: Text Types and Purposes</b>				
2-W1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to ( <i>because, and, also</i> ) connect opinion and reasons, and provide a concluding statement or section.			
2-W1a	Write free verse poetry to express ideas.			
2-W2	Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			
2-W3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			
<b>Sub-category: Production and Distribution of Writing</b>				
2-W4	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			
2-W5	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			
<b>Sub-category: Research to Build and Present</b>				
2-W6	Participate in shared research and writing projects.			
2-W7	Recall information from experiences or gather information from provided sources to answer a question.			
<b>Domain: Speaking and Listening</b>				


<b>Sub-category: Comprehension and Collaboration</b>				
2-SL1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.			
2-SL1a	Follow agreed-upon rules for discussions.	Examples: gaining the floor in respectful ways, listening to others with care, speaking one at a time about topics under discussion.		
2-SL1b	Build on others' talk in conversations by linking their comments to the remarks of others.			
2-SL1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.			
2-SL2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.			
2-SL3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.			
<b>Sub-category: Presentation of Knowledge and Ideas</b>				
2-SL4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			
2-SL5	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.			
<b>Domain: Language</b>				
<b>Sub-category: Conventions of Standards English</b>				
2-L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
2-L1a	Form the past tense of frequently occurring irregular verbs.	<i>Examples: sat, hid, told</i>		
2-L1b	Use collective nouns.			

2-L1c	Form and use frequently occurring irregular plural nouns.	Examples: feet, children, teeth, mice, fish		
2-L1d	Use reflexive pronouns.			
2-L1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.			
2-L1f	Produce, expand, and rearrange complete simple and compound sentences.			
2-L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.			
2-L2a	Capitalize holidays, product names, and geographic names.			
2-L2b	Use commas in greetings and closings of letters.			
2-L2c	Use an apostrophe to form contractions and frequently occurring possessives.			
2-L2d	Generalize learned spelling patterns when writing words.			
2-L2e	Form uppercase and lowercase letters in cursive.			
2-L2f	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
<b>Sub-category: Knowledge of Language</b>				
2-L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
2-L3a	Compare formal and informal uses of English.			
<b>Sub-category: Vocabulary Acquisition and Use</b>				
2-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 including synonyms / antonyms / homonyms.			
2-L4a	Use sentence-level context as a clue to the meaning of a word or phrase.			

2-L4b	Determine the meaning of the new word formed when a known prefix is added to a known word.			
2-L4c	Use a known root word as a clue to the meaning of an unknown word with the same root.			
2-L4d	Use knowledge of the meaning of individual words to predict the meaning of compound words.	Examples: <i>birdhouse, housefly, bookshelf, notebook, bookmark</i>		
2-L4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.			
2-L5	Demonstrate understanding of word relationships and nuances in word meanings.			
2-L5a	Identify real-life connections between words and their use.			
2-5b	Distinguish shades of meaning among closely related verbs.	Examples: <i>toss, throw, hurl; thin slender, skinny, scrawny</i>		
2-5c	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.			

# Third Grade

Area-Grade	Content Standards In Action (I can.../Students will...)	Example(s)/Possible Extensions	Suggested Time of Focus	Date Taught
<b>Domain: Reading Standards for Literature</b>				
<b>Sub-category: Key Ideas and Details</b>				
3-RL1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
3-RL2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.			
3-RL3	Describe characters in a story and explain how their actions contribute to the sequence of events (traits, motivations, feelings).			
<b>Sub-category: Craft and Structure</b>				
3-RL4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (figurative and literal language).			
3-RL5	 Use context clues to determine meaning.			
3-RL6	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.			
3-RL7	Distinguish their own point of view from that of the narrator or those of the characters.			

<b>Sub-category: Integration of Knowledge and Ideas</b>				
3-RL8	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (mood, emphasize aspects of a character or setting).			
3-RL9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.			
<b>Sub-category: Range of Reading and Level of Text Complexity</b>				
3-RL10	By the end of the year, read and distinguish between different genres (stories, dramas, and poetry), independently and proficiently.			
3-RL11	 Distinguish fiction from nonfiction.			
<b>Domain: Reading Standards for Informational Text</b>				
<b>Sub-category: Key Ideas and Details</b>				
3-RI1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
3-RI2	Determine the main idea of a text; recount the key details and explain how they support the main idea.			
3-RI3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.			
<b>Sub-category: Craft and Structure</b>				
3-RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.			
3-RI5	Determine cause and effect.			
3-RI6	Use text features and search tools to locate information relevant to a given topic efficiently (key words, sidebars and hyperlinks).			

3-RI7	Distinguish their own point of view from that of the author of a text.			
3-RI8	Author's purpose.			
<b>Sub-category: Integration of Knowledge and Ideas</b>				
3-RI9	Use information gained from illustrations (maps and photograph) and the words in a text to demonstrate understanding of the text (where, when, why and how).			
3-RI10	Describe the logical connection between particular sentences and paragraphs in a text (comparison; cause/effect; first/second/third in a sequence).			
3-RI11	Compare and contrast the most important points and key details presented in two texts on the same topic.			
<b>Sub-category: Range of Reading and Level of Text Complexity</b>				
3-RI12	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.			
<b>Domain: Foundational Skills</b>				
<b>Sub-category: Phonics and Word Recognition</b>				
3-FS1	Know and apply grade-level phonics and word analysis skills in decoding words.			
3-FS1a	Identify and know the meaning of the most common prefixes and suffixes.			
3-FS1b	Decode words with common Latin suffixes.			
3-FS1c	Decode multi-syllable words.			
3-FS1d	Read grade-appropriate irregularly spelled words.			

**Sub-category: Fluency**

3-FS2	Read with sufficient accuracy and fluency to support comprehension, purpose, and understanding.			
3-FS2a	Prose and poetry orally with accuracy, appropriate rate and expression on successive reading.			
3-FS2b	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			

**Domain: Writing**



**Sub-category: Text Types and Purposes**

3-W1	Write opinion pieces on topics or texts, supporting a point of view with reasons.			
3-W1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.			
3-W1b	Provide reasons that support the opinion.			
3-W1c	Use linking words and phrases (because, therefore, since, for example) to connect opinion and reasons.			
3-W1d	Provide a concluding statement or section.			
3-W2	Write informative or explanatory texts to examine a topic and convey ideas and information clearly.			
3-W2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.			
3-W2b	Develop the topic with facts, definitions, and details.			
3-W2c	Use linking words and phrases (also, another, and, more, but) to connect ideas within categories of information.			
3-W2d	Provide a concluding statement or section.			

3-W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
3-W3a	Respond in writing to open-ended questions.			
3-W3b	Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.			
3-W3c	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.			
3-W3d	Use temporal words and phrases to signal event order.			
3-W3e	Provide a sense of closure.			
<b>Sub-category: Production and Distribution of Writing</b>				
3-W4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.			
3-W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			
3-W6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.			
<b>Sub-category: Research to Build and Present Knowledge</b>				
3-W7	Conduct short research projects that build knowledge about a topic.			
3-W8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.			

<b>Sub-category: Range of Writing</b>				
3-W9	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.			
<b>Domain: Speaking and Listening Standards</b>				
<b>Sub-category: Comprehension and Collaboration</b>				
3-SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on other ideas and expressing their own clearly.			
3-SL1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			
3-SL1b	Follow agreed-upon rules for discussions.			
3-SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.			
3-SL2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
3-SL3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			
<b>Sub-category: Presentation of Knowledge and Ideas</b>				
3-SL4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.			

3-SL5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.			
3-SL6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.			
<b>Domain: Language Standards</b>				
<b>Sub-category: Conventions of Standard English</b>				
3-LS1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
3-LS1a	Use appropriate abbreviations and commas in dates; underline book titles, grammar, punctuation, grammar.			
3-LS1b	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.			
3-LS1c	Use abstract nouns.			
3-LS1d	Form and use regular and irregular verbs.			
3-LS1e	Form and use the simple verb tenses.			
3-LS1f	Ensure subject-verb and pronoun-antecedent agreement.			
3-LS1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.			
3-LS1h	Use coordinating and subordinating conjunctions.			
3-LS1i	Produce simple, compound, and complex sentences.			

3-LS1j	Identify 4 basic sentence types: declarative, imperative, interrogative, exclamatory.			
3-LS2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
3-LS2a	 Identify parts of a friendly letter and related punctuation marks.			
3-LS2b	Capitalize appropriate words in titles.			
3-LS2c	Use commas in addresses.			
3-LS2d	Use commas and quotation marks in dialogue.			
3-LS2e	Form and use possessives.			
3-LS2f	Use conventional spelling for high frequency and other studied words and for adding suffixes to base words.			
3-LS2g	Use spelling patterns and generalizations in writing words.			
3-LS2h	Write legibly in cursive.			
3-LS2i	Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.			
3-LS2j	 Know how to use guide words in reference materials.			
<b>Sub-category: Knowledge of Language</b>				
3-LS3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
3-LS3a	Choose words and phrases for effect.			
3-LS3b	Recognize and observe differences between the conventions of spoken and written Standard English.			

Sub-category: Vocabulary Acquisition and Use				
3-LS4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.			
3-LS4a	Use sentence-level context as a clue to the meaning of a word or phrase.			
3-LS4b	Determine the meaning of the new word formed when a known affix is added to a known word.			
3-LS4c	Use a known root word as a clue to the meaning of an unknown word with the same root.			
3-LS4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.			
3-LS5	Demonstrate understanding of word relationships and nuances in word meanings.			
3-LS5a	Distinguish the literal and nonliteral meanings of words and phrases in context.			
3-LS5b	Identify real-life connections between words and their use.			
3-LS5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	Example: Knew, believed, suspended, heard, wondered		
3-LS6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Example: After dinner that night, we went looking for them.		

# Fourth Grade

Area-Grade	Content Standards In Action (I can.../Students will...)	Example(s)/Possible Extensions	Suggested Time of Focus	Date Taught
<b>Domain: Reading Standards for Literature</b>				
<b>Sub-category: Key Ideas and Details</b>				
4-RL1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
4-RL2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.			
4-RL3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.			
<b>Sub-category: Craft and Structure</b>				
4-RL4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology and various types of genres.			
4-RL5	Explain major differences among poems, drama, and prose, and refer to the structural elements of poems (verse, rhythm, meter) and drama (cast of characters, settings, descriptions, dialog, stage directions) when writing or speaking about a text.			
4-RL6	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.			
<b>Sub-category: Integration of Knowledge and Ideas</b>				
4-RL7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.			

4-RL8	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.			
<b>Sub-category: Range of Reading and Level of Text Complexity</b>				
4-RL9	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, with scaffolding as needed at the high end of the range.			
<b>Domain: Reading Standards for Informational Text</b>				
<b>Sub-category: Key Ideas and Details</b>				
4-RI1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
4-RI2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.			
4-RI3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.			
<b>Sub-category: Craft and Structure</b>				
4-RI4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.			
4-RI5	Describe the overall structure (chronology, comparison, cause/effect) of events, ideas, concepts, or information in a text or part of a text.			
4-RI6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.			

<b>Sub-category: Integration of Knowledge and Ideas</b>				
4-RI7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.			
4-RI8	Explain how an author uses reasons and evidence to support particular points in a text.			
4-RI9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			
<b>Sub-category: Range of Reading and Level of Text Complexity</b>				
4-RI10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, with scaffolding as needed at the high end of the range.			
<b>Domain: Reading Standards: Foundational Skills</b>				
<b>Sub-category: Phonics and Word Recognition</b>				
4-RF1	Know and apply grade-level phonics and word analysis skills in decoding words.			
4-RF1a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			
<b>Sub-category: Fluency</b>				
4-RF2	Read with sufficient accuracy and fluency to support comprehension.			
<b>Domain: Writing Standards</b>				
<b>Sub-category: Text Types and Purposes</b>				
4-W1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			

4-W1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.			
4-W1b	Provide reasons that are supported by facts and details.			
4-W1c	Link opinion and reasons using words and phrases (for instance, in addition).			
4-W1d	Provide a concluding statement or section related to the opinion presented.			
4-W2	Write informative or explanatory texts to examine a topic and convey ideas and information clearly.			
4-W2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.			
4-W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			
4-W2c	Link ideas within categories of information using words and phrases (another, also, because, for example).			
4-W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
4-W2e	Provide a concluding statement or section related to the information or explanation presented.			
4-W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			

4-W3a	Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally.			
4-W3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.			
4-W3c	Use a variety of transitional words and phrases to manage the sequence of events.			
4-W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.			
4-W3e	Provide a conclusion that follows from the narrated experiences or events.			
<b>Sub-category: Production and Distribution of Writing</b>				
4-W4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			
4-W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			
4-W6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.			
<b>Sub-category: Research to Build and Present Knowledge</b>				
4-W7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.			
4-W8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.			


4-W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<b>Sub-category: Range of Writing</b>				
4-W10	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.			
<b>Domain: Speaking and Listening</b>				
<b>Sub-category: Comprehension and Collaboration</b>				
4-SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.			
4-SL1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			
4-SL1b	Follow agreed-upon rules for discussions and carry out assigned roles.			
4-SL1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.			
4-SL1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.			
4-SL2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			

4-SL3	Identify the reasons and evidence a speaker provides to support particular points.			
<b>Sub-category: Presentation of Knowledge and Ideas</b>				
4-SL4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
4-SL4	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.			
4-SL5	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.			
<b>Domain: Language Standards</b>				
<b>Sub-category: Conventions of Standard English</b>				
4-L1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.			
4-L1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).			
4-L1b	Form and use the progressive verb tenses (I was walking).			
4-L1c	Use modal auxiliaries to convey various conditions (can, may, must).			
4-L1d	Order adjectives within sentences according to conventional patterns (a small red bag).			
4-L1e	Form and use prepositional phrases.			
4-L1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.			
4-L1g	Correctly use frequently confused words (to-two-too).			

4-L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.			
4-L2a	Use correct capitalization.			
4-L2b	Use commas and quotation marks to mark direct speech and quotations from a text.			
4-L2c	Use a comma before a coordinating conjunction in a compound sentence.			
4-L2d	Spell grade-appropriate words correctly, consulting references as needed.			
<b>Sub-category: Knowledge of Language</b>				
4-L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
4-L3a	Choose words and phrases to convey ideas precisely.			
4-L3b	Choose punctuation for effect.			
4-L3c	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.			
<b>Sub-category: Vocabulary Acquisition and Use</b>				
4-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.			
4-L4a	Use context as a clue to the meaning of a word or phrase.			
4-L4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (telegraph, photograph).			
4-L4c	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases (dictionaries, glossaries, thesauruses).			

4-L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
4-L5a	Explain the meaning of simple similes and metaphors in context (as pretty as a picture).			
4-L5b	Recognize and explain the meaning of common idioms, adages, and proverbs.			
4-L5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).			
4-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 and that are basic to a particular topic.			


# Fifth Grade

Area-Grade	Content Standards In Action (I can.../Students will...)	Example(s)/Possible Extensions	Suggested Time of Focus	Date Taught
<b>Domain: Reading Standards for Literature</b>				
<b>Sub-category: Key Ideas and Details</b>				
5-RL1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
5-RL2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.			
5-RL3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	Example: How characters interact		
<b>Sub-category: Craft and Structure</b>				
5-RL4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.			
5-RL5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Examples: plot structure and character development		
5-RL6	 Describe how a narrator or speaker's point of view influences how events are described.			
<b>Sub-category: Integration of Knowledge and Ideas</b>				
5-RL7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	Examples: graphic novel, multimedia presentation, folktale, myth, poem		
5-RL8	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Examples: mysteries and adventure stories		

<b>Sub-category: Range of Reading and Level of Text Complexity</b>				
5-RL9	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently.			
<b>Domain: Reading Standards for Informational Text</b>				
<b>Sub-category: Key Ideas and Details</b>				
5-RI1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
5-RI2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.			
5-RI3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.			
<b>Sub-category: Craft and Structure</b>				
5-RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.			
5-RI5	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	Examples: chronology, comparison, cause/effect, problem/solution		
5-RI6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			
<b>Sub-category: Integration of Knowledge and Ideas</b>				
5-RI7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.			
5-RI8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).			

5-RI9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			
<b>Sub-category: Range of Reading and Level of Text Complexity</b>				
5-RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, independently and proficiently.			
<b>Domain: Reading Standards: Foundational Skills</b>				
<b>Sub-category: Phonics and Word Recognition</b>				
5-RF1	Know and apply grade-level phonics and word analysis skills in decoding words.			
5-RF1A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	Examples: roots and affixes		
<b>Sub-category: Fluency</b>				
5-RF2	Read with sufficient accuracy and fluency to support comprehension.			
5-RF2a	Read on-level text with purpose and understanding.			
5- RF2b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
5-RF2c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
<b>Domain: Writing Standards</b>				
<b>Sub-category: Text Types and Purposes</b>				
5-W1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Extension: Write a five-paragraph essay.		

5-W1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.			
5-W1b	Provide logically ordered reasons that are supported by facts and details.			
5-W1c	Link opinion and reasons using words, phrases and clauses.	Examples: consequently, specifically		
5-W1d	Provide a concluding statement or section related to the opinion presented.			
5-W2	Write informative and explanatory texts to examine a topic and convey ideas and information clearly.			
5-W2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			
5-W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			
5-W2c	Link ideas within and across categories of information using words, phrases, and clauses.	Examples: in contrast, especially		
5-W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
5-W2e	Provide a concluding statement or section related to the information or explanation presented.			
5-W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
5-W3a	Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally.			

5-W3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or how the responses of characters to situations.			
5-W3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.			
5-W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.			
5-W3e	Provide a conclusion that follows from the narrated experiences or events.			
<b>Sub-category: Production and Distribution of Writing</b>				
5-W4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			
5-W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Editing for conventions should demonstrate command of the first three Language standards in Grades K-5		
5-W6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.			
<b>Sub-category: Research to Build and Present Knowledge</b>				
5-W7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	 With teacher-suggested sources conduct more in-depth research projects		
5-W8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.			

5-W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Apply the grade 5 reading standards to literature, for example, compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text		
<b>Sub-category: Range of Writing</b>				
5-W10	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.			
<b>Domain: Speaking and Listening Standards</b>				
<b>Sub-category: Comprehension and Collaboration</b>				
5-SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.			
5-SL1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			
5-SL1b	Follow agreed-upon rules for discussions and carry out assigned roles.			
5-SL1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.			
5-SL1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.			
5-SL2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			

5-SL3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			
<b>Sub-category: Presentation of Knowledge and Ideas</b>				
5-SL4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
5-SL5	Include multimedia components (e.g., graphics and sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			
5-SL6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.			
<b>Domain: Language Standards</b>				
<b>Sub-category: Conventions of Standard English</b>				
5-L1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.			
5-L1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.			
5-L1Bb	Form and use the perfect verb tenses.	Examples: I had walked; I have walked; I will have walked		
5-L1c	Use verb tense to convey various times, sequences, states, and conditions.			
5-L1d	Recognize and correct inappropriate shifts in verb tense.*	*This standard will require continued attention in higher grades as it is applied in more sophisticated situations.		
5-L1e	Use correlative conjunctions.	Examples: either/or, neither/nor		
5-L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.			





5-L2a	Use punctuation to separate items in a series.*	*This standard will require continued attention in higher grades as it is applied in more sophisticated situations.		
5-L2b	Use a comma to separate an introductory element from the rest of the sentence.			
5-L2c	Use a comma to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence, and to indicate direct address.	Examples: No, thank you. It's true, isn't it? Is that you, Jon?		
5-L2d	Use underlining, quotation marks, or italics to indicate titles of works.			
5-L2e	Spell grade-appropriate words correctly, consulting references as needed.			
<b>Sub-category: Knowledge of Language</b>				
5-L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Correctly use vocabulary in context		
5-L3a	Expand, combine, and reduce sentences for meaning, reader or listener interest, and style.			
5-L3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.			
<b>Sub-category: Vocabulary Acquisition and Use</b>				
5-L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.			
5-L4a	Use context as a clue to the meaning of a word or phrase.	Example: cause/effect relationships and comparisons in text		
5-L4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word or phrase.	Example: photograph, photosynthesis		
5-L4c	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning or keywords or phrases.	Example: dictionaries, glossaries, thesauruses		


5-L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
5-L5a	Interpret figurative language, including similes and metaphors, in context.			
5-L5b	Recognize and explain the meaning of common idioms, adages, and proverbs.			
5-L5c	Use the relationship between particular words to better understand each of the words.	Examples: synonyms, antonyms, homographs		
5-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.	<i>Examples: however, although, nevertheless, similarly, moreover, in addition</i>		


# Sixth Grade


Area-Grade	Content Standards In Action (I can.../Students will...)	Example(s)/Possible Extensions	Suggested Time of Focus	Date Taught
<b>Domain: Reading Standards for Literature</b>				
<b>Sub-category: Key Ideas and Details</b>				
6-RL1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
6-RL2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
6-RL3	Describe how a particular story or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.			
<b>Sub-category: Craft and Structure</b>				
6-RL4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Discuss different types of narratives		
6-RL5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.			
6-RL6	Explain how an author develops the point of view of the narrator or speaker in a text.			


<b>Sub-category: Integration of Knowledge and Ideas</b>				
6-RL7	✳ Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	Examples: Use video clip connection examples as a resource, or attend a play when possible.		
6-RL8	Differentiate among odes, ballads, epic poetry, and science fiction.			
6-RL9	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	✳ stories and poems; historical novels and fantasy stories		
<b>Sub-category: Range of Reading and Level of Text Complexity</b>				
6-RL10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>Domain: Reading Standards for Informational Text</b>				
<b>Sub-category: Key Ideas and Details</b>				
6-RI1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Extension: Introduce paraphrasing.		
6-RI2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
6-RI3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	✳ Examples: through examples or anecdotes		
<b>Sub-category: Craft and Structure</b>				
6-RI4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			

6-RI5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.			
6-RI6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.			
<b>Sub-category: Integration of Knowledge and Ideas</b>				
6-RI7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	 Examples: Exposure to different media and formats, such as Internet sources vs. encyclopedia sources; identify bibliographic information.		
6-RI8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	 Example/Extension: Teach the differences between reliable sources vs. unreliable sources (i.e., Wikipedia, etc.)		
6-RI9	Compare and contrast one author's presentation of events with different perspectives.	 Example: a memoir by/biography on the same person		
<b>Sub-category: Range of Reading and Level of Text Complexity</b>				
6-RI10	By the end of the year, read and comprehend literary nonfiction.			
<b>Domain: Writing Standards</b>				
<b>Sub-category: Text Types and Purposes</b>				
6-W1	Write arguments to support claims with clear reasons and relevant evidence.			
6-W1a	 Write a strong main idea or thesis statement.			
6-W1b	Introduce claim(s) and organize the reasons and evidence clearly.			
6-W1c	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.			
6-W1d	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.			
6-W1e	Establish and maintain a formal style.			

6-W1f	Provide a concluding statement or section that follows from the argument presented.			
6-W2	Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
6-W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
6-W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			
6-W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.			
6-W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
6-W2e	Establish and maintain a formal style.			
6-W2f	Provide a concluding statement or section that follows from the information or explanation presented.			
6-W3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
6-W3a	 Begin with strong introduction that attracts a reader's interest and desire to continue reading.			
6-W3b	Engage and orient the reader by establishing a context and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically.			

6-W3c	Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.			
6-W3d	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.			
6-W3e	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.			
6-W3f	Provide a conclusion that follows from the narrated experiences or events.			
<b>Sub-category: Production and Distribution of Writing</b>				
6-W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
6-W5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	 Extension: Submit a 5-paragraph essay following grade-specific expectations; use editing/proofreading notation marks.		
6-W6	Use technology, including the Internet, to produce and publish writing; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.			
<b>Sub-category: Research to Build and Present Knowledge</b>				
6-W7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			
6-W8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.			

6-W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<b>Sub-category: Range of Writing</b>				
6-W10	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. Begin writing pieces with a main idea sentence and end with a concluding thought or sentence(s).	Begin writing pieces with a main idea sentence and end with a concluding thought or sentence(s).		
<b>Domain: Speaking and Listening Standards</b>				
<b>Sub-category: Comprehension and Collaboration</b>				
6-SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	 Examples: Be able to work in a group by delegating leaders for tasks, participate actively, and summarize the group's overall ideas.		
6-SL1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.			
6-SL1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.			
6-SL1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.			
6-SL1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.			




6-SL2	Interpret information presented in diverse media and formats(e.g., visually, and orally) and explain how it contributes to a topic, text, or issue under study.			
6-SL3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.			
<b>Sub-category: Presentation of Knowledge and Ideas</b>				
6-SL4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.			
6-SL5	Include multimedia components (graphics, images, music, sound, etc.) and visual displays in presentations to clarify information.			
6-SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Understand what formal vs informal writing requirements include.	 Extension: Understand what formal vs. informal writing requirements include.		
<b>Domain: Language Standards</b>				
<b>Sub-category: Conventions of Standard English</b>				
6-L1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.			
6-L1a	Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.			
6-L1b	Ensure that pronouns are in the proper case (subjective, objective, and possessive).			
6-L1c	Use intensive pronouns.	Examples: myself, ourselves		
6-L1d	Recognize and correct inappropriate shifts in pronoun number and person.*	*This standard will require continued attention in higher grades as it is applied in more sophisticated situations.		


6-L1e	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	*This standard will require continued attention in higher grades as it is applied in more sophisticated situations.		
6-L1f	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	*This standard will require continued attention in higher grades as it is applied in more sophisticated situations.		
6-L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.			
6-L2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.*	*This standard will require continued attention in higher grades as it is applied in more sophisticated situations.		
6-L2b	Spell correctly.			
<b>Sub-category: Knowledge of Language</b>				
6-L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
6-L3a	Vary sentence patterns for meaning, reader or listener interest, and style.*	*This standard will require continued attention in higher grades as it is applied in more sophisticated situations.		
6-L3b	Maintain consistency in style and tone.*	*This standard will require continued attention in higher grades as it is applied in more sophisticated situations.		
<b>Sub-category: Acquisition and Use</b>				
6-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.			
6-L4a	Use context as a clue to the meaning of a word or phrase.	Example: The overall meaning of sentence or paragraph; a word's position or function in a sentence.		
6-L4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	Examples: audience, auditory, audible		


6-L4c	Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Examples: dictionaries, glossaries, thesauruses		
6-L4d	Verify the preliminary determination of the meaning of a word or phrase.	Example: Check the inferred meaning in context or in a dictionary.		
6-L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
6-L5a	Interpret figures of speech in context.	Example: personification		
6-L5b	Use the relationship between particular words to better understand each of the words.	Example: cause/effect, part/whole, item/category		
6-L5c	Distinguish among the connotations (associations) of words with similar denotations (definitions).	Examples: stingy, scrimping, economical, unwasteful, thrifty		
6-L6	Acquire and accurately use, both verbally and in writing, grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			


# Seventh Grade

Area-Grade	Content Standards In Action (I can.../Students will...)	Example(s)/Possible Extensions	Suggested Time of Focus	Date Taught
<b>Domain: Reading Standards for Literature</b>				
<b>Sub-category: Key Ideas and Details</b>				
7-RL1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
7-RL2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	★ Extension: Find two or more themes or central ideas in the text relate to one another.		
7-RL3	Analyze how particular elements of a story or drama interact.	Example: How setting shapes the characters or plot.		
<b>Sub-category: Craft and Structure</b>				
7-RL4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds(e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Example: Analyze word choice on meaning and tone of the selection.		
7-RL5	Analyze how a drama or poem's form or structure contributes to its meaning.	Examples: soliloquy, sonnet		
7-RL6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.			
7-RL6a	Recognize the use of cultural dialects through reading experiences.			
<b>Sub-category: Integration of Knowledge and Ideas</b>				
7-RL7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.	Examples: light, sound, color, or camera focus and angles in a film		

7-RL8	 Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own life.			
7-RL9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.			
<b>Sub-category: Range of Reading and Level of Text Complexity</b>				
7-RL10	By the end of the year, read and comprehend literature, including stories, dramas, and poems.			
7-RL11	Read for a variety of purposes, including for pleasure, obtaining information, enrichment and as a means of becoming a life-long learner.			
<b>Domain: Reading Standards for Informational Text</b>				
<b>Sub-category: Key Ideas and Details</b>				
7-RI1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
7-RI2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.			
7-RI3	Analyze the interactions between individuals, events, and ideas in a text.	 Extensions: how ideas influence individuals or events, or how individuals influence ideas or events		
<b>Sub-category: Craft and Structure</b>				
7-RI4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.			
7-RI5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.			



7-RI6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.			
<b>Sub-category: Integration of Knowledge and Ideas</b>				
7-RI7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.			
7-RI8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.			
7-RI9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.			
<b>Sub-category: Range of Reading and Level of Text Complexity</b>				
LA-07	By the end of the year, read and comprehend literary nonfiction.			
<b>Domain: Writing Standards</b>				
<b>Sub-category: Text Types and Purposes</b>				
7-W1	Write arguments to support claims with clear reasons and relevant evidence.	 Extension: Include a tenet of faith or a moral issue when applicable.		
7-W1a	Introduce claim(s), acknowledge alternative or opposing claims, and organize the reasons and evidence logically.			
7-W1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			
7-W1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.			

7-W2	Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
7-W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension.			
7-W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			
7-W2c	Use appropriate transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.			
7-W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
7-W2e	Establish and maintain a formal style.	 Extension: Use MLA format; allow exposure to other formats.		
7-W2f	Provide a concluding statement or section that follows from and supports the argument presented.			
7-W3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
7-W3a	Engage and orient the reader by establishing a context and point of view introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically.			
7-W3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			

7-W3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.			
7-W3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.			
7-W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.			
<b>Sub-category: Production and Distribution of Writing</b>				
7-W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	 Extension: Use complete paragraphs (no less than five complete, related sentences).		
7-W5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-7).			
7-W6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to presenting and citing sources in a digital format.			
<b>Sub-category: Research to Build and Present Knowledge</b>				
7-W7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.			

7-W8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			
7-W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<b>Sub-category: Range of Writing</b>				
7-W10	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.			
<b>Domain: Speaking and Listening Standards</b>				
<b>Sub-category: Comprehension and Collaboration</b>				
7-SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
7-S1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topics, text, or issue to probe and reflect on ideas under discussion.			
7-SL1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.			
7-SL1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.			

7-SL1d	Acknowledge new information expressed by others and, when warranted, modify their own views.			
7-SL2	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.			
7-SL3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.			
<b>Sub-category: Presentation of Knowledge and Ideas</b>				
7-SL4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation during individual or class presentations.			
7-SL5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.			
7-SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate during oral presentations, by using appropriate eye contact, adequate volume and clear pronunciation during individual or class presentations.			
<b>Domain: Language Standards</b>				
<b>Sub-category: Conventions of Standard English</b>				
7-L1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.			


7-L1a	 Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence.			
7-L1b	Explain the function of phrases and clauses in general and their function in specific sentences.			
7-L1c	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.			
7-L1d	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	*This standard will require continued attention in higher grades as it is applied in more sophisticated situations.		
7-L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.			
7-L2A	Use a comma to separate coordinate adjectives.	Example: It was a fascinating, enjoyable movie		
7-L2B	Spell correctly.			
7-L2C	 Identify and define the functions of the parts of speech.			
<b>Sub-category: Knowledge of Language</b>				
7-L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
7-L3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	*This standard will require continued attention in higher grades as it is applied in more sophisticated situations.		
<b>Sub-category: Vocabulary Acquisition and Use</b>				
7-L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies.			

7-L4a	Use context as a clue to the meaning of a word or phrase.	Examples: The overall meaning of a sentence or paragraph; a word's position or function in a sentence		
7-L4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	Examples: belligerent, bellicose, rebel		
7-L4c	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.			
7-L4d	Verify the preliminary determination of the meaning of a word or phrase, distinguishing among the connotations.	Extension: Check the inferred meaning in context or in a dictionary.		
7-L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
7-L5a	Interpret figures of speech in context.	Examples: literary, biblical, and mythological allusions		
7-L5b	Use the relationship between particular words to better understand each of the words.	Examples: synonym/antonym, analogy		
7-L5c	Distinguish among the connotations (associations) of words with similar denotations (definitions).	Examples: refined, respectful, polite, diplomatic		

# Eighth Grade

Area-Grade	Content Standards In Action (I can.../Students will...)	Example(s)/Possible Extensions	Suggested Time of Focus	Date Taught
<b>Domain: Reading Standards for Literature</b>				
<b>Sub-category: Key Ideas and Details</b>				
8-RL1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
8-RL2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.			
8-RL3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.			
<b>Sub-category: Craft and Structure</b>				
8-RL4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			
8-RL5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.			
8-RL6	Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.			

<b>Sub-category: Integration of Knowledge and Ideas</b>				
8-RL7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.			
8-RL8	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.			
<b>Sub-category: Range of Reading and Level of Text Complexity</b>				
8-RL9	By the end of the year, read and comprehend literature, including stories, dramas, and poems.			
<b>Domain: Reading Standards for Informational Text</b>				
<b>Sub-category: Key Ideas and Details</b>				
8-RI1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
8-RI2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.			
8-RI3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.			
<b>Sub-category: Craft and Structure</b>				
8-RI4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			
8-RI5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.			



8-RI6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.			
<b>Sub-category: Integration of Knowledge and Ideas</b>				
8-RI7	Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.			
8-RI8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.			
8-RI9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.			
<b>Sub-category: Range of Reading and Level of Text Complexity</b>				
8-RI10	By the end of the year, read and comprehend literary nonfiction and fiction at the high end of the Grades 6-8 text complexity band independently and proficiently.			
<b>Domain: Writing Standards</b>				
<b>Sub-category: Text Types and Purposes</b>				
8-W1	Write arguments to support claims with clear reasons and relevant evidence.			
8-W1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.			
8-W1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			
8-W1c	Use words, phrases, clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.			
8-W1d	Establish and maintain a formal style.			

8-W1e	Provide a concluding statement or section that follows from and supports the argument presented.	✚ Provide a concluding statement, including a restatement of theses, or section that follows from and supports the argument presented and offers a reflection or recommendation.		
8-W2	Write informative or explanatory texts to examine a topic or convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
8-W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			
8-W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			
8-W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.			
8-W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
8-W2e	Establish and maintain a formal style.			
8-W2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.			
8-W2g	Use MLA format, allowing for exposure to other formats.			
8-W3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			

8-W3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically.			
8-W3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.			
8-W3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.			
8-W3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.			
8-W3e	Provide a conclusion that follows from and reflects on the narrated experience or events.			
<b>Subcategory: Production and Distribution of Writing</b>				
8-W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✚ Extension: Use no less than five complete and related sentences of varying complexity.		
8-W5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.			
8-W6	Use technology, including the Internet, to produce, publish and cite information effectively in digital formats and writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.			

<b>Subcategory: Research to Build and Present Knowledge</b>				
8-W7	Conduct short research projects to answer a question (including self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.			
8-W8	Gather relevant information from multiple sources, including traditional print as well as digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation in English, research projects, and technology classes.			
8-W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<b>Subcategory: Range of Writing</b>				
8-W10	Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.			
<b>Domain: Speaking and Listening Standards</b>				
<b>Subcategory: Comprehension and Collaboration</b>				
8-SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
8-SL1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.			

8-SL1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and deadlines, and define individual roles as needed.			
8-SL1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.			
8-SL1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.			
8-SL2	Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.			
8-SL3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.			
<b>Subcategory: Presentation of Knowledge and Ideas</b>				
8-SL4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.			
8-SL5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.			
8-SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			
<b>Domain: Language Standards</b>				
<b>Subcategory: Conventions of Standard English</b>				
8-L1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.			

8-L1a	Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence.			
8-L1b	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.			
8-L1c	Form and use verbs in the active and passive voice.			
8-L1d	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			
8-L1e	Recognize and correct inappropriate shifts in verb voice and mood.*	*This standard will require continued attention in higher grades as it is applied in more sophisticated situations.		
8-L2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.			
8-L2a	 Use punctuation (comma, ellipsis, dash, brackets, and parentheses) to indicate a pause or break.			
8-L2b	Use an ellipsis to indicate omission.			
8-L2c	Spell correctly.			
8-L2d	 Use of traditional proofreading marks.			
<b>Sub-category: Knowledge of Language</b>				
8-L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
8-L3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.	Example: emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact		

Sub-category: Vocabulary Acquisition and Use				
8-L4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>Grade 8 reading and content</i> , choosing flexibility from a range of strategies.			
8-L4a	Use context as a clue to the meaning of a word or phrase.			
8-L4b	Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	Examples: precede, recede, secede		
8-L4c	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.			
8-L4d	Verify the preliminary determination of the meaning of a word or phrase.	Example: by checking the inferred meaning in context or in a diction		
8-L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
8-L5a	Interpret figures of speech in context.	Example: verbal irony, puns		
8-L5b	Use the relationship between particular words to better understand each of the words.			
8-Lc	Distinguish among the connotations (associations) of words with similar denotations (definitions).	Examples: bullheaded, willful, firm, persistent, resolute		
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.			