

| <b>Strand: Conventions of Standard English</b>   |   |                              |                                    |
|--|---|------------------------------|------------------------------------|
| <b>Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  |   |                              |                                    |
| <p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>○ I can resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ul> | <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Usage</li> <li>• Convention</li> <li>• Contested</li> <li>• Resolve</li> </ul> | <p><b>Question Stems</b></p> | <p><b>Possible Assessments</b></p> |
| <b>Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  |   |                              |                                    |
| <p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can observe hyphenation conventions.</li> <li>○ Spell correctly.</li> </ul>  | <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Hyphens</li> </ul>   | <p><b>Question Stems</b></p> | <p><b>Possible Assessments</b></p> |

| <b>Strand: Knowledge of Language</b>   |  |                              |                                    |
|--|--|------------------------------|------------------------------------|
| <b>Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>                       |  |                              |                                    |
| <p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the</li> </ul> | <p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Vary</li> <li>• Syntax</li> </ul> | <p><b>Question Stems</b></p> | <p><b>Possible Assessments</b></p> |

| Strand: Knowledge of Language        |  |  |  |
|--------------------------------------|--|--|--|
| study of complex texts when reading. |  |  |  |

| Strand: Vocabulary Acquisition and Use  |   |                |                      |
|---|---|----------------|----------------------|
| <b>Standard 4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from a range of strategies.   |   |                |                      |
| Learning Targets  | Academic Vocabulary   | Question Stems | Possible Assessments |
| <ul style="list-style-type: none"> <li>○ I can use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>○ I can identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>)</li> <li>○ I can consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</li> <li>○ I can verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> | <ul style="list-style-type: none"> <li>● Context</li> <li>● Affixes</li> <li>● Roots</li> <li>● Glossaries</li> <li>● Thesaurus</li> <li>● Preliminary</li> <li>● Inferred</li> </ul> |                |                      |

| Strand: Vocabulary Acquisition and Use   |  |                       |                             |
|--|--|-----------------------|-----------------------------|
| <b>Standard 5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |  |                       |                             |
| <b>Learning Targets</b>  | <b>Academic Vocabulary</b>   | <b>Question Stems</b> | <b>Possible Assessments</b> |
| <ul style="list-style-type: none"> <li>○ I can interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>○ I can analyze nuances in the meaning of words with similar denotations.</li> </ul>   | <ul style="list-style-type: none"> <li>● Interpret</li> <li>● Hyperbole</li> <li>● Paradox</li> <li>● Nuances</li> <li>● Denotation</li> </ul> |                       |                             |
| <b>Standard 6:</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  |                       |                             |
| <b>Learning Targets</b>  | <b>Academic Vocabulary</b>   | <b>Question Stems</b> | <b>Possible Assessments</b> |
| ○  | ●  |                       |                             |

\*Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).