Strand: Conventions of Standard English

Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o I can ensure that pronouns are in the proper case (subjective, objective, possessive). o I can use intensive pronouns (e.g., *myself, ourselves*). o I can recognize and correct inappropriate shifts in pronoun number and person.* o I can recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* o I can recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	• Pronouns • Subjective • Objective • Possessive • Intensive • Vague • Unclear • Ambiguous • Antecedents		

Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* o I can spell correctly.	• Commas • Parenthesis • Dashes		

Strand: Knowledge of Language

Standard 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o I can vary sentence patterns for meaning, reader/listener interest, and style.* o I can maintain consistency in style and tone.*	• Pattern • Consistency • Tone		

Strand: Vocabulary Acquisition and Use

Standard 4: 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.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o 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. o I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). o I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. o I can verify the preliminary determination of the meaning	• Context • Affixes • Roots • Glossaries • Thesaurus • Preliminary • Inferred		

Strand: Vocabulary Acquisition and Use			
of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			

Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o I can interpret figures of speech (e.g., personification) in context. o I can use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. o I can distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	• Interpret • Personification • Cause/Effect • Part/Whole • Item/Category • Connotations • Denotations		

Standard 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
o I can use general academic words and phrases. o I can use domain-specific words and phrases. o I can gather/find vocabulary knowledge.	• Acquire • Domain-specific		

*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 (*).