

Strand: Conventions of Standard English			
Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. ○ I can form and use verbs in the active and passive voice. ○ I can form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. ○ I can recognize and correct inappropriate shifts in verb voice and mood. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Gerunds ● Participles ● Infinitives ● Active Voice ● Passive Voice ● Indicative ● Imperative ● Interrogative ● Conditional ● Subjunctive 	<p>Question Stems</p>	<p>Possible Assessments</p>
Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* ○ I can spell correctly. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Commas ● Parenthesis ● Dashes 	<p>Question Stems</p>	<p>Possible Assessments</p>

Strand: Knowledge of Language			
Standard 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
<p>Learning Targets</p>	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Active voice 	<p>Question Stems</p>	<p>Possible Assessments</p>

Strand: Knowledge of Language			
<ul style="list-style-type: none"> ○ I can use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact) 	<ul style="list-style-type: none"> ● Passive Voice 		

Strand: Vocabulary Acquisition and Use			
<p>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.</p>			
Learning Targets	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> ○ 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. ○ I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). ○ 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. ○ I can verify the preliminary determination of the meaning 	<ul style="list-style-type: none"> ● 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.			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can interpret figures of speech (e.g., personification) in context. ○ I can use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. ○ I can distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Interpret ● Personification ● Cause/Effect ● Part/Whole ● Item/Category ● Connotations ● Denotations 	<p>Question Stems</p>	<p>Possible Assessments</p>
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.			
<p>Learning Targets</p> <ul style="list-style-type: none"> ○ I can use general academic words and phrases. ○ I can use domain-specific words and phrases. ○ I can gather/find vocabulary knowledge. 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Acquire ● Domain-specific 	<p>Question Stems</p>	<p>Possible Assessments</p>

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 ().