

Language Arts PreKindergarten 3

Illinois Early Learning and Development Standards

- 1.A Demonstrate understanding through age-appropriate responses
- 1.B Communicate effectively using language appropriate to the situation and audience
- 1.C Use language to convey information and ideas
- 1.D Speak using conventions of Standard English
- 1.E Use increasingly complex phrases, sentences, and vocabulary
- 2.A Demonstrate interest in stories and books
- 2.B Recognize key ideas and details in stories
- 2.C Recognize concepts of books
- 2.D Establish personal connections with books
- 3.A Recognize key ideas and details in nonfiction text
- 3.B Recognize features of nonfiction books
- 4.A Demonstrate understanding of the organization and basic features of print
- 4.B Demonstrate an emerging knowledge and understanding of the alphabet
- 4.C Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes)
- 4.D Demonstrate emergent phonics and word-analysis skills
- 5.A Demonstrate growing interest and abilities in writing
- 5.B Use writing to represent ideas and information
- 5.C Use writing to research and share knowledge

**The map is a guide. Adjustments are made daily to meet the widespread needs of the students.
Every child may not reach the benchmarks by the end of the year. Growth, instead of mastery, is assessed.**

Essential Questions	Content	Skills
<p>Listening and Speaking How do students properly communicate to share ideas and express ideas?</p>	<p>Listening and Speaking -Directions -Response -Emotions -Non-verbal Cues -Conversation etiquette -Detail -Conventions -Questions -Phrases and sentence -Vocabulary -Descriptive words</p>	<p>Listening and Speaking 1.A Follow one and two step directions with teacher support 1.A Respond appropriately to basic questions 1.B Identify emotions from facial expressions and body language 1.B Respond to non-verbal cues 1.B Begin to understand and participate in age-appropriate conversations 1.C Describe personal experiences with teacher assistance 1.D Speak in sentences with age-appropriate grammar and usage 1.D Ask and answer basic questions with understanding 1.D Communicate with teacher assistance 1.E Learn, use and relate new vocabulary words with teacher assistance 1.E Describe people, places, and things with teacher assistance</p>

Language Arts PreKindergarten 3

Essential Questions	Content	Skills
<p>Literature How do students build and establish interesting and meaningful relationships with text?</p>	<p>Literature -Enjoyment -Engagement -Question -Respond Concepts of Books: -Front and back of book -Author -Illustrator -Direction -Tracking - Holding a book</p>	<p>Literature 2.A Show interest in books both independently and in book-sharing experiences 2.A Communicate when interacting with books 2.B Ask and answer questions about books read aloud with teacher assistance 2.B Exposure to a variety of types of text 2.B Identify characters 2.C Begin to interact with books using correct orientation and page-turning skills 2.D Discuss and make connections to the pictures and story with teacher assistance</p>
<p>Informational Text How do students build and establish interesting and meaningful relationships with nonfiction text?</p>	<p>Informational Text -Key ideas and details -Features</p>	<p>Informational Text 3.A Ask and answer questions about informational text with teacher assistance 3.A Retell details about the main topic with teacher assistance 3.B Compare and contrast pictures found in two texts on the same topic with teacher assistance</p>
<p>Emergent Reading How does awareness of letters, sounds, and words help prepare a student to read?</p>	<p>Emergent Reading -Print and Pictures -Text orientation -left to right, and top to bottom -Word Formation -Alphabet -Upper and Lower Case letter recognition -Words and letters -Rhyming -Sounds of letters -Environmental Print</p>	<p>Emergent Reading 4.A Recognize the difference between print and pictures 4.A Follow words top to bottom and page by page 4.B Recognize that letters are grouped to form words 4.B Recite the alphabet 4.B Recognize some upper/lower case letters 4.B Name some upper/lower case letters 4.B Match some upper/lower case letters 4.B Begin to form some letters of alphabet 4.C Recognize and name the letters in own name 4.C Recognize and match rhyming words with teacher assistance 4.D Recognize common signs and labels in the environment</p>
<p>Emergent Writing How do students use drawing, dictations, or writing to communicate meaning?</p>	<p>Emergent Writing -Writing Tools -Teacher Writing -Letter Formation - Share Information or ideas</p>	<p>Emergent Writing 5.A Experiment with writing tools 5A Keep individual student journals or portfolios 5.B Use scribbles, pictures, or letter like forms to represent written language 5.B Begin to write own first name using appropriate upper/lowercase letters with teacher assistance 5.B Draw, dictate, or write with teacher assistance</p>

Language Arts PreKindergarten 4

Illinois Early Learning and Development Standards

- 1.A Demonstrate understanding through age-appropriate responses
- 1.B Communicate effectively using language appropriate to the situation and audience
- 1.C Use language to convey information and ideas
- 1.D Speak using conventions of Standard English
- 1.E Use increasingly complex phrases, sentences, and vocabulary
- 2.A demonstrate interest in stories and books
- 2.B Recognize key ideas and details in stories
- 2.C Recognize concepts of books
- 2.D Establish personal connections with books
- 3.A Recognize key ideas and details in nonfiction text
- 3.B Recognize features of nonfiction books
- 4.A Demonstrate understanding of the organization and basic features of print
- 4.B Demonstrate an emerging knowledge and understanding of the alphabet
- 4.C Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes)
- 4.D Demonstrate emergent phonics and word-analysis skills
- 5.A Demonstrate growing interest and abilities in writing
- 5.B Use writing to represent ideas and information
- 5.C Use writing to research and share knowledge

**The map is a guide. Adjustments are made daily to meet the widespread needs of the students.
Every child may not reach the benchmarks by the end of the year. Growth, instead of mastery, is assessed.**

Essential Questions	Content	Skills
<p>Listening and Speaking How do students properly communicate to express ideas and meet daily needs?</p>	<p>Listening and Speaking -Directions -Response -Relevancy -Emotions -Non-verbal Cues -Purposes -Collaborative conversations -Conversation etiquette -Detail -Conventions -Questions -Complex phrases and sentence -Vocabulary -Adjectives (descriptive words)</p>	<p>Listening and Speaking 1.A Follow one, two, and three step directions 1.A Respond appropriately to questions 1.A Provide comments relevant to the context 1.B Identify emotions from facial expressions and body language 1.B Respond to non-verbal cues 1.B Use language to ask and answer questions to interact socially 1.C Participate respectfully in conversations with diverse partners 1.C Describe personal experiences 1.D Speak in complete sentences with age-appropriate grammar and usage -Ask and answer questions with understanding 1.E Communicate with complexity with teacher assistance 1.E Learn, use and relate new vocabulary words with teacher assistance 1.E Describe people, places, and things with teacher assistance</p>

Language Arts PreKindergarten 4

Essential Questions	Content	Skills
<p>Literature What skills are needed to build meaningful relationships with fictional text?</p>	<p>Literature -Enjoyment -Personal Connections -Question -Respond -Characters -Fiction and Nonfiction</p> <p>Concepts of Books: -Uppercase letters -Lowercase letters -Word vs. Letter -Front and Back of Book -Author -Illustrator -Direction -Tracking -Holding a Book -Retelling</p>	<p>Literature 2.A Show interest in books both independently and in book-sharing 2.B Communicate when interacting with books 2.B Ask and answer questions about books read aloud with teacher assistance 2.B Retell familiar stories with teacher assistance 2.C Identify characters 2.C Exposure to a variety of types of text 2.C Interact with books using correct orientation and page-turning skills 2.C Describe the roles of authors and illustrators with teacher assistance 2.D Discuss and make connections to the pictures and story with teacher assistance</p>
<p>Informational Text How do students build and establish interesting and meaningful relationships with nonfiction text?</p>	<p>Informational Text -Key ideas and details -Features</p>	<p>Informational Text 3.A Ask and answer questions about informational text with teacher assistance 3.A Retell details about the main topic with teacher assistance 3.B Compare and contrast pictures and information found in two texts on the same topic</p>

Language Arts PreKindergarten 4

Essential Questions	Content	Skills
<p>Emergent Reading How does awareness of letters, sounds, and words help prepare a student to read?</p>	<p>Emergent Reading -Print and Pictures -Text Orientation -Spoken and Written Words -Spacing -Word Formation -Letters and Numerals -Alphabet -Upper and Lower Case -Words -Blending -Segmenting -Syllables -Sounds -Environmental Print</p>	<p>Emergent Reading 4.A Recognize the difference between print and pictures 4.A Follow words left to right, top to bottom, and page by page 4.A Recognize a one-to-one relationship between spoken and written words 4.A Understand that words are separated by spaces in print 4.B Recognize that letters are grouped to form words 4.B Differentiate letters from numerals 4.B Recite the alphabet 4.B Recognize some upper/lower case letters 4.B Name some upper/lower case letters 4.B Match some upper/lower case letters 4.B Begin to form some letters 4.C Recognize, name and form the letters in own name 4.C Recognize that sentences are made up of separate words 4.C Recognize and match rhyming words with teacher assistance 4.C Demonstrate ability to segment and blend syllables in words 4.D Isolate and pronounce the initial sounds in words with teacher assistance 4. D Blend sounds in one-syllable words with teacher assistance 4.D Begin to segment sounds in one-syllable words with teacher assistance 4.D Demonstrate understanding of the one-to-one correspondence of letters and sound with teacher assistance 4.D Begin to manipulate sounds in words 4.D Recognize common signs and labels in the environment</p>
<p>Emergent Writing How do students use drawing, dictations, or writing to communicate meaning?</p>	<p>Emergent Writing -Writing Tools -Teacher Writing -Letter formation - Share information or ideas</p>	<p>Emergent Writing 5.A Experiment with writing tools 5.A Keep individual student journals or portfolios 5.B Use scribbles, pictures, or letter-like forms to represent written language 5.B Write own first name using appropriate upper/lowercase letters with teacher assistance 5.B Draw, dictate, or write to express an opinion with teacher assistance 5.C. Draw, dictate, or write an informative text in which they name and supply information about a topic with teacher assistance 5.B. Draw, dictate, or write to narrate a single event and provide a reaction to what happened with teacher assistance</p>

ELA Kindergarten

Common Core ELA Standards

Language

Conventions of Standard English:

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1.A Print many upper- and lowercase letters.
L.K.1.B Use frequently occurring nouns and verbs.
L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
L.K.1.D Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
L.K.1.E Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
L.K.1.F Produce and expand complete sentences in shared language activities.
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2.A Capitalize the first word in a sentence and the pronoun *I*
L.K.2.B Recognize and name end punctuation.
L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use:

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
L.K.4.B Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Essential Questions	Content	Skills
<p>Language What skills are used to become a proficient communicator?</p>	<p>Language -Letter formation -Lists -Sentences -Spacing -Punctuation -Capitalization -Spelling -Standard English -Adding details -Vocabulary</p>	<p>Language K.1 Form letters correctly using guide lines K.5 Create lists K.2 Compose a complete sentence K.2 Use spacing correctly K.2 Use capitalization correctly K.2 Use end punctuation correctly K.2 Spell phonetically K.1 Speak and write using standard English -Expand sentences and illustrations K.4 Learn new words and their meanings K.4 Identify words that have more than one meaning K.4 Use a word with more than one meaning correctly K.5 Sort common objects into categories K.5 Use words to explain what the objects have in common K.5 Identify the opposite of a word K.5 Connect words I hear to the real world K.5 Recognize verbs that have similar meanings and act out the meanings to show differences</p>

ELA 1st Grade

Common Core ELA Standards Language	
<p>Conventions of Standard English: L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1.A Print all upper- and lowercase letters. L.1.1.B Use common, proper, and possessive nouns. L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). L.1.1.E Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). L.1.1.F Use frequently occurring adjectives. L.1.1.G Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). L.1.1.H Use determiners (e.g., articles, demonstratives). L.1.1.I Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2.A Capitalize dates and names of people. L.1.2.B Use end punctuation for sentences. L.1.2.C Use commas in dates and to separate single words in a series. L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Vocabulary Acquisition and Use: L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4.B Use frequently occurring affixes as a clue to the meaning of a word. L.1.4.C Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5.B Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. L.1.6 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 (e.g., <i>because</i>).</p>

ELA 1st Grade

Essential Questions	Content	Skills
<p>Language How does applying the principles of the English language create a strong foundation for effective communication?</p>	<p>Language -Complete Sentences -Common, proper, possessive nouns -Singular/Plural nouns -Pronouns -Verbs -Adjectives -Word Meaning -Word Relationships/Categories -Word Nuances</p>	<p>Language 1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1.1 Print all upper- and lowercase letters. 1.1 Use common, proper, and possessive nouns. 1.1 Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). 1.1 Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). 1.1 Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). 1.1 Use frequently occurring adjectives. 1.1 Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). 1.1 Use determiners (e.g., articles, demonstratives). 1.1 Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). 1.1 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 1.2 Capitalize dates and names of people. 1.2 Use end punctuation for sentences. 1.2 Use commas in dates and to separate single words in a series. 1.2 Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 1.4 Use sentence-level context as a clue to the meaning of a word or phrase. 1.4 Use frequently occurring affixes as a clue to the meaning of a word. 1.5 Sort words into categories (e.g. colors, clothing) 1.5 Identify real-life connections between words and their uses. 1.5 Distinguish shades of meaning among verbs/adjectives by defining or acting out. 1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts (including frequently occurring conjunctions to signal simple relationships (e.g. because).</p>

ELA 2nd Grade

Common Core ELA Standards	
Language	
<p>Conventions of Standard English:</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1.A Use collective nouns (e.g., <i>group</i>).</p> <p>L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>L.2.1.C Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.A Capitalize holidays, product names, and geographic names.</p> <p>L.2.2.B Use commas in greetings and closings of letters.</p> <p>L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2.D Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Knowledge of Language:</p> <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A Compare formal and informal uses of English</p> <p>Vocabulary Acquisition and Use:</p> <p>L.2.4 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.</p> <p>L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.A Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>

ELA 2nd Grade

Essential Questions	Content	Skills
<p>Language How does applying the principles of the English language create a strong foundation for effective communication?</p>	<p>Language -Nouns -Verbs -Adjectives -Adverbs -Capitalization -Commas -Apostrophes -Spelling patterns -Spelling -Formal (written) and informal English -Context clues -Prefixes -Root words -Glossaries and beginning Dictionaries -Real-life connections -Shades of meaning</p>	<p>Language 2.1 Identify common, proper, possessive, and plural nouns 2.1 Use collective nouns* 2.1 Identify past, present, and future verbs 2.1 Form and use frequently occurring irregular verbs* 2.1 Use adjectives and adverbs, and choose between them depending on what is to be modified* 2.1 Use capital I when referring to self 2.2 Capitalize the first word in a sentence 2.2 Capitalize holidays, product names, and geographic names* 2.2 Use commas in dates and to separate words in a list 2.2 Use commas in greetings and closings of letters* 2.2 Use an apostrophe to form contractions and frequently occurring possessives* 2.2 Generalize learned spelling patterns when writing words* 2.2 Consult reference materials, including beginning dictionaries, as needed to check and correct spellings* 2.3 Compare formal and informal uses of English* 2.4 Use sentence level context as a clue to the meaning of a word or phrase* 2.4 Determine the meaning of the new word formed when a known prefix is added to a known word* 2.4 Use a known root word as a clue to the meaning of an unknown word with the same root* 2.4 Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases* 2.5 Identify real-life connections between words and their use* 2.5 Distinguish shades of meaning among closely related verbs and closely related adjectives* 2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe* *new at this grade level</p>

ELA 3rd Grade

Common Core ELA Standards	
Language	
<p>Conventions of Standard English:</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1.B Form and use regular and irregular plural nouns.</p> <p>L.3.1.C Use abstract nouns (e.g., <i>childhood</i>).</p> <p>L.3.1.D Form and use regular and irregular verbs.</p> <p>L.3.1.E Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>L.3.1.F Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.1.H Use coordinating and subordinating conjunctions.</p> <p>L.3.1.I Produce simple, compound, and complex sentences.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2.A Capitalize appropriate words in titles.</p> <p>L.3.2.B Use commas in addresses.</p> <p>L.3.2.C Use commas and quotation marks in dialogue.</p> <p>L.3.2.D Form and use possessives.</p> <p>L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>L.3.2.F Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Knowledge of Language:</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.3.A Choose words and phrases for effect.</p> <p>L.3.3.B Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>Vocabulary Acquisition and Use:</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>L.3.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>

ELA 3rd Grade

Essential Questions	Content	Skills
<p>Language How does applying the principles of the English language create a strong foundation for effective communication?</p>	<p>Language -Nouns -Verbs -Adjectives -Adverbs -Pronouns -Conjunctions -Subject and predicate -Types of sentences -Punctuation -Capitalization -Spelling -Vocabulary</p>	<p>Language 3.1 Write complete sentences using correct grammar, punctuation, capitalization, spelling, and vocabulary 3.1 Differentiate the various forms of nouns (singular, plural, collective, abstract, concrete)* 3.1 Utilize the correct verb form and tense in regular and irregular verbs 3.1 Recognize and ensure subject-verb and pronoun- antecedent agreement* 3.1 Form comparative and superlative adjectives and adverbs 3.1 Use coordinating and subordinating conjunctions* 3.1 Create complex and compound sentences from simple sentences 3.1 Introduce terminology of subject and predicate* 3.2 Use commas in addresses and dialogue 3.2 Use quotation marks in dialogue* 3.2 Distinguish between possessives and plurals* 3.2 Use spelling patterns and generalizations in writing words 3.2 Consult reference materials to check correct spellings 3.3 Choose words and phrases for effect 3.3 Recognize and observe differences between spoken and written standard English 3.4 Using different strategies determine the meaning of unknown words or phrases in context 3.4 Determine the meaning of the new word formed when a known affix is added to a known word 3.4 Use a root word as a clue to the meaning of an unknown word 3.4 Use a dictionary to determine the precise meaning of a word 3.5 Show understanding of figurative language and word relationships 3.5 Distinguish the literal and nonliteral meanings of words and phrases in context 3.5 Identify real-life connections between words and their use (e.g., friendly or helpful) 3.5 Describe states of mind or degrees of certainty (e.g., knew, believed, suspected, wondered) 3.6 Use grade appropriate conversational, general academic, and specific words and phrases, including those that signal spatial and temporal relationships (e.g. After dinner)</p> <p>*new at this grade level</p>

Common Core ELA Standards	
Language	
<p>Conventions of Standard English:</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.A Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>L.4.1.B Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>L.4.1.C Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>L.4.1.E Form and use prepositional phrases.</p> <p>L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.1.G Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.A Use correct capitalization.</p> <p>L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Knowledge of Language:</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.3.A Choose words and phrases to convey ideas precisely.</p> <p>L.4.3.B Choose punctuation for effect.</p>	<p>L.4.3.C Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>Vocabulary Acquisition and Use:</p> <p>L.4.4 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.</p> <p>L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>L.4.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.5.A Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>L.4.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L.4.6 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 (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>

ELA 4th Grade

Essential Questions	Content	Skills
<p>Language How does applying the principles of the English language create a strong foundation for effective communication?</p>	<p>Language Nouns: -Common and proper -Singular and plural -Irregular/Collective -Singular possessive -Plural possessive</p> <p>Pronouns: -Singular -Plural -Subject* -Object* -Possessive -Question words: who, whom, whose, which, that (relative)* -Contractions -Antecedent -First person (I and me)</p> <p>Verbs: -Action -Main -Helping/linking -Tenses (progressives)* -Regular and irregular -Subject verb agreement</p> <p>Adjectives: -What kind or how many* -Proper -Comparisons -Demonstrative -Exact adjectives -Order: number, opinion, size, age, shape, condition, color, origin, material, purpose</p> <p>*new at this grade level</p>	<p>Language Nouns: 4.1 Identify nouns in sentences -Distinguish the difference between common and proper -Use rules for singular, plural, irregular, and possessive nouns</p> <p>Pronouns: 4.1 Identify and use singular, plural, subject, object, and possessive pronouns 4.1 Use relative pronouns (question words) correctly 4.1 Form contractions with pronouns 4.1 Connect antecedents and pronouns 4.1 Use first person pronouns in appropriate writing</p> <p>Verbs: 4.1 Identify verbs and verb phrases in sentences -Correctly use subject/verb agreement 4.1 Correctly use regular and irregular verbs 4.1 Form and use progressive verb tenses (past, present, future)</p> <p>Adjectives: -Identify adjectives in a sentence -Use questions to help find adjectives -Identify what the adjective describes -Compare using adjectives (more, most, -er, -est) -Find and use demonstratives -Select appropriate adjectives in given situations 4.1 Order Adjectives according to conventional patterns</p>

ELA 4th Grade

	Content	Skills
	<p>Language cont. Adverbs: -Question words: when, where, how -Comparing -Negatives* -Prepositions*</p> <p>Sentence Structure: -Subject and predicate -Subject/verb agreement -Fragments and run-ons -Categories: interrogative, demonstrative, explanatory, imperative -Types (simple and compound) -Conjunctions (coordinate)</p> <p>Mechanics: -Punctuation: commas, apostrophes, quotation marks -Titles of work -Capitalization -Abbreviations -Quotations</p> <p>Word Study: -Spelling -Contractions -Homophones* -Homographs* -Contractions -Compound words -Pattern -Parts of words (affixes and roots) -Vocabulary -Reference materials -Figurative language * -Context clues</p>	<p>Language cont. Adverbs: -Identify adverbs in sentences -Use questions to help find adverbs -Compare using adverbs (e.g.: good and well, more and most, er words) -Avoid using double negatives 4.1 Understand basic functions of prepositions</p> <p>Sentence Structure: 4.1 Use correct sentence structure to write complete sentences -Correctly use subject/verb agreement 4.1 Identify fragments and run-ons and correct them -Identify categories of sentences 4.2 Use conjunctions correctly</p> <p>Mechanics: 4.2 Use mechanics correctly 4.3 Choose punctuation for effect -Correct mistakes in sample writing and personal writing</p> <p>Word Study: 4.2/ 4.6 Use fourth grade vocabulary, spelling rules, and skills in everyday writing to correctly spell and correct mistakes 4.4 Use reference materials appropriately (to find pronunciation and clarify meaning) 4.5 Identify and use different types of figurative language 4.4 Use grade appropriate Greek and Latin affixes and roots* 4.5 Recognize and explain common idioms, adages and proverbs*</p> <p>*new at this grade level</p>

ELA 5th Grade

Common Core ELA Standards Language	
<p>Conventions of Standard English:</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.B Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>L.5.1.C Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.1.D Recognize and correct inappropriate shifts in verb tense.</p> <p>L.5.1.E Use correlative conjunctions (e.g., <i>either/or; neither/nor</i>).</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.A Use punctuation to separate items in a series.</p> <p>L.5.2.B Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2.C Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Knowledge of Language:</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>L.5.3.B Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</p> <p>Vocabulary Acquisition and Use:</p> <p>L.5.4 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.</p> <p>L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.5.5.A Interpret figurative language, including similes and metaphors, in context.</p> <p>L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>

ELA 5th Grade

Essential Questions	Content	Skills
<p>Language How does applying the principles of the English language create a strong foundation for effective communication?</p>	<p>Language Nouns: -Common and proper -Singular and plural -Collective -Irregular -Singular possessive -Plural possessive</p> <p>Pronouns: -Subject -Object -Negatives -Possessive -Antecedent -Appositives*</p> <p>Verbs: -Tenses -Perfect verb tense -Helping/linking -Regular and irregular -Subject verb agreement -Direct object* -Verb phrases*</p> <p>Adjectives: -Articles -Proper -Comparisons -Demonstrative</p> <p>Adverbs: -Answer questions: when, where, how -Comparing</p> <p>*new at this grade level</p>	<p>Language Nouns: -Decipher when to use a common or proper noun (e.g.: South Park and park) -Apply knowledge of possessives and plurals -Understand difference between plural and collective noun</p> <p>Pronouns: -Identify pronouns -Use subject and object pronouns correctly (e.g.: I and me) -Use negatives correctly in a sentence -Ensure pronouns have clear antecedents -Identify possessive pronoun and what it possesses</p> <p>Verbs: 5.1 Form and use the perfect verb tense -Identify the helping and regular verb in an irregular sentence structure -Identify the direct object in a sentence -Know the linking verbs -Identify a verb phrase in a sentence -Recognize and correct inappropriate shifts in verb tense</p> <p>Adjectives: -Know when to use a and an -Find the correct spelling of proper adjectives -Use correct forms of adjectives to compare -Use demonstrative adjectives appropriately</p> <p>Adverbs: -Identify adverbs and the verbs they describe -Differentiate between an adverb and an adjective -Use comparing adverbs</p>

ELA 5th Grade

Essential Questions	Content	Skills
	<p>Language cont. Sentence Structure: -Subject and predicate -Subject/verb agreement -Fragments, run-ons, simple and compound -Categories: interrogative, demonstrative, explanatory, imperative* -Conjunctions (coordinate and correlative)* -Prepositions</p> <p>Mechanics: -Punctuation: commas*, apostrophes, quotation marks -Titles of work -Capitalization -Abbreviations -Quotations -Interjections*</p> <p>Word Study: -Spelling -Greek and Latin roots -Suffixes -Prefixes -Homophones -Homographs -Compound words -Contractions -Vocabulary: academic & domain specific phrases, multiple meaning words -Context clues -Transitional phrases -Synonym* -Antonym* -Figurative language: simile, metaphor, personification, alliteration, idiom, hyperbole, imagery, onomatopoeia -Adages and proverbs -Reference materials *new at this grade level</p>	<p>Language cont. Sentence Structure: 5.1 Write complete sentences using correct subject verb agreement 5.1, 5.3 Distinguish between sentences, fragments and run-ons -Identify the different categories of sentences 5.1 Identify preposition, object of the preposition and prepositional phrase 5.1 Explain the function of a conjunction and preposition</p> <p>Mechanics: 5.1 Explain the function of an interjection 5.2 Recognize when to use punctuation in a sentence 5.2 Identify when to use commas correctly 5.2 Capitalize titles and know when to use underlining or quotations 5.2 Begin all sentences and proper nouns with a capital letter</p> <p>Word Study: 5.2 Apply strategies to spell words correctly 5.4 Use context clues to determine the meanings of words 5.4 Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of words 5.5 Write the correct synonym, antonym, or homophone in context 5.4 Identify when figurative language is used within the text 5.4, 5.5 Use figurative language effectively 5.4 Use reference materials to locate needed information 5.3 Compare and contrast the varieties of English (dialects, registers) used in stories, dramas, or poems</p>

ELA 6th Grade

Common Core ELA Standards	
Language	
<p>Conventions of Standard English:</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1.B Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B Spell correctly.</p> <p>Knowledge of Language:</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>L.6.3.B Maintain consistency in style and tone.</p>	<p>Vocabulary Acquisition and Use:</p> <p>L.6.4 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> <p>L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>L.6.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.A Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, un wasteful, thrifty</i>).</p> <p>L.6.6 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>

ELA 6th Grade

Essential Questions	Content	Skills
<p>Language How does applying the principles of the English language create a strong foundation for effective communication?</p>	<p>Language</p> <p>Nouns: -Possessive -Predicate noun (complements)* -Predicate adjective* -Appositive* -Objects: direct and indirect*</p> <p>Pronouns: -Possessive -Personal (subject/object)* -Indefinite* -Intensive* -Antecedents* -Shifts in number and person*</p> <p>Verbs: -Linking -Helping -Action -Regular -Irregular -Tenses</p> <p>Modifiers: -Adjectives -Adverbs -Misplaced modifiers -Prepositions* -Prepositional phrases*</p> <p>Sentence structure: -Subject and predicate* -Subject/verb agreement -Types (simple, compound, complex)* -Conjunctions (coordinate) -Parenthesis*</p> <p>*new at this grade level</p>	<p>Language</p> <p>6.1 Demonstrate command of standard English grammar and usage when writing or speaking. -Pronouns are in the proper case (subjective, objective, possessive) -Intensive Pronouns (ex. myself, ourselves) -Recognize inappropriate shifts in pronoun number and person. -Recognize and correct vague pronouns</p> <p>6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. -Vary sentence patterns -Maintain consistency in style and tone</p> <p>6.4. Clarify the meaning of unknown and multiple-meaning words and phrases based. -Use context clues. -Use Greek or Latin affixes and roots as clues to word meaning. -Consult reference materials (e.g., dictionaries, glossaries, thesauruses), to find the pronunciation of and meaning of a word or its part of speech. -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).</p> <p>6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. -Interpret figures of speech in context (personification) -Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. -Distinguish among the connotations (associations) of words with similar denotations (definitions)</p> <p>6.6 Acquire vocabulary, academic and domain-specific words and phrases.</p>

ELA 7th Grade

Common Core ELA Standards	
Language	
<p>Conventions of Standard English: L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.1.A Explain the function of phrases and clauses in general and their function in specific sentences. L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.2.A Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). L.7.2.B Spell correctly.</p> <p>Knowledge of Language: L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>Vocabulary Acquisition and Use: L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>L.7.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). L.7.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L.7.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.7.5.A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. L.7.5.B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. L.7.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). L.7.6 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>

ELA 7th Grade

Essential Questions	Content	Skills
<p>Language How does applying the principles of the English language create a strong foundation for effective communication?</p>	<p>Language Nouns: -Subject -Object -Complement -Appositive -Possessive -Concrete vs. abstract*</p> <p>Pronouns: -Personal (subject/object) -Possessive -Intensive/Reflexive -Indefinite -Antecedents -Interrogative* -Demonstrative* -Relative*</p> <p>Verbs: -Linking -Helping -Action -Regular -Irregular -Tenses -Participles* -Transitive and intransitive*</p> <p>Modifiers: -Adjectives -Adverbs -Prepositional Phrases -Misplaced/dangling modifiers*</p> <p>*new at this grade level</p>	<p>Language 7.1 Demonstrate command of standard English grammar and usage. (Function of phrases and clauses; simple, compound, complex and compound-complex sentences; misplaced and dangling modifiers). 7.2 Demonstrate command of standard English in writing (capitalization, punctuation, spelling; comma to separate coordinate adjectives). 7.3 Choose language that expresses ideas precisely and concisely 7.4 Determine the meaning of unknown and multiple meaning words and phrases using a range of strategies (context, Greek and Latin affixes and roots, reference materials). 7.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings (allusion; relationships between particular words, synonym/antonym; denotations/connotations) 7.6 Acquire vocabulary (academic, grade specific, domain specific words and phrases)</p>

Essential Questions	Content	Skills
	<p>(Language cont.) Sentence structure: -Subject and predicate -Subject/verb agreement -Clauses (independent and subordinate) -Types (simple, compound, complex) -Conjunctions (coordinate, subordinate, correlative)</p> <p>Punctuation: -Capitalization -End marks -Comma -Colon -Semicolon -Apostrophe -Quotations -Dash -Hyphens</p> <p>-Spelling</p> <p>Vocabulary: -Usage -Context clues -Greek or Latin affixes and roots -Reference materials -Analogies -Connotations -Denotations -Figurative Language</p> <p>*new at this grade level</p>	

ELA 8th Grade

Common Core ELA Standards	
Language	
<p>Conventions of Standard English: L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.1.A Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. L.8.1.B Form and use verbs in the active and passive voice. L.8.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. L.8.1.D Recognize and correct inappropriate shifts in verb voice and mood. L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.2.A Use punctuation (comma, ellipsis, dash) to indicate a pause or break. L.8.2.B Use an ellipsis to indicate an omission. L.8.2.C Spell correctly.</p> <p>Knowledge of Language: L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.3.A 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).</p>	<p>Vocabulary Acquisition and Use: L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L.8.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). L.8.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.5.A Interpret figures of speech (e.g. verbal irony, puns) in context. L.8.5.B Use the relationship between particular words to better understand each of the words. L.8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>). L.8.6 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>

ELA 8th Grade

Essential Questions	Content	Skills
<p>Language How does applying the principles of the English language create a strong foundation for effective communication?</p>	<p>Language Nouns: -Object, Subject, Complement -Appositive -Possessive - Noun types</p> <p>Pronouns: -Personal (subject/object) -Possessive -Intensive/Reflexive -Demonstrative -Indefinite -Relative -Antecedents</p> <p>Verbs: -Linking -Helping -Action -Regular -Irregular -Transitive and intransitive -Tenses (simple, perfect, progressive) -Active and passive* -Verbals: infinitives, participles, gerunds* -Mood (subjunctive, imperative, indicative, interrogative, conditional)*</p> <p>Modifiers: -Adjectives -Adverbs -Misplaced and dangling modifiers -Prepositions</p> <p>*new at this grade level</p>	<p>Language 8.1 Demonstrate command of standard English grammar and usage (verbals, active/passive voice, verb mood, inappropriate shift in voice or mood). 8.2 Demonstrate command of standard English grammar and usage when writing (capitalization, comma, ellipsis, dash, spelling). 8.3 Use knowledge of language and its conventions (active/passive voice, conditional and subjunctive mood). 8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases using a range of strategies (context, Greek and Latin roots and affixes, reference materials). 8.5 Demonstrate understanding of figurative language , word relationships and nuances (verbal irony, puns, connotation/denotations, using relationships between words 8.6 Acquire vocabulary (academic, grade-specific, domain specific words and phrases).</p>

Essential Questions	Content	Skills
	<p>(Language cont.) Sentence structure: -Subject and predicate -Subject/verb agreement -Clauses (independent and subordinate) -Types (simple, compound, complex, compound-complex) -Conjunctions (coordinate, subordinate, correlative)</p> <p>Punctuation: -Capitalization -End marks -Comma -Colon -Semicolon -Apostrophe -Quotations -Dash -Hyphen -Ellipsis*</p> <p>-Spelling</p> <p>Vocabulary: -Usage -Context clues -Greek or Latin affixes and roots -Reference materials -Analogies -Connotations -Denotations -Figurative language</p> <p>*new at this grade level</p>	