

6-8 College and Career Readiness Anchor Standard	Sixth		Seventh		Eighth	
	STANDARD	UNPACKED	STANDARD	UNPACKED	STANDARD	UNPACKED

Conventions of Standard English						
<b>CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 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.	Sixth grade students will show their understanding of the conventions of standard English grammar when writing or speaking. In order to achieve this, students may draw conclusions about the purposeful use of verb tenses and forms, skillful use of voice, and contextual meaning of language. There is an emphasis on pronoun usage at the sixth grade level.  Students are able to use standard conventions to purposefully communicate intention and meaning to their reader. One way to approach this learning is through routine modeling and practice. Practice may occur through grammatical mini-lessons, editing conferences, and writers' workshop.	L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	An understanding of language is essential for effective communication. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.  Seventh grade students show understanding of how grammatical conventions and usage effectively communicate meaning to the reader or listener. They may explain the purpose of phrases or clauses in a given sentence, select and use the appropriate type of sentence (simple, compound, complex, compound-complex) to express a thought, or insert phrases or clauses into a sentence in a way that is grammatically correct. To develop understanding of this standard, students may manipulate sentences from a piece of their own writing, repositioning phrases or clauses to	L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.	An understanding of language is essential for effective communication. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.  Eighth grade students will understand how grammatical conventions and usage effectively communicate meaning to the reader or listener. To attain this understanding, students may draw conclusions about the purposeful use of verb tenses and forms, skillful use of voice, and contextual meaning of language. Work like this might include reviewing examples and non-examples of appropriate verb usage, examining how word choice transforms the meaning of a text, and participating in editing sessions where knowledge of this standard can be applied.
	<b>CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.		L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly.		L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.

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				<p>determine which placement best express their thoughts.</p> <p>Students in seventh grade know the use of standard conventions is part of communicating effectively. They need regular modeling of appropriate capitalization, punctuation, and spelling as well as time to practice with these conventions in their own writing. Practice may occur through grammatical mini-lessons or editing conferences. As students learn to use new conventions appropriately, they are held accountable for them in writing assignments.</p>		<p>Students will be able to use standard conventions to purposefully communicate intention and meaning with their reader. One way to approach this leaning is through routine modeling and practice. Practice may occur through grammatical mini-lessons, editing conferences, and incidental encounters. Once students have been exposed to varied examples, they should apply their learning to their own writing. In addition, the study of word patterns and commonly misspelled words may also support students' spelling abilities.</p>
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**Knowledge of Language**

<p><b>CCRA.L.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>	<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistency in style and tone.</p>	<p>Sixth grade students will understand how language can be used to convey specific meanings or particular effects to the reader. One way students may approach this standard is by experimenting with varying sentence patterns.</p>	<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>Seventh grade students know that language is used to convey ideas. They use language that clearly expresses these ideas, avoiding excessive words and repetition. To practice this, students may audio-record themselves giving a speech and assess it for conciseness. Or, students may edit a written piece of work by identifying over-used words or phrases.</p>	<p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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>Eighth grade students will understand how language can be used to convey specific meanings or particular effects to the reader. Students may approach this standard by first manipulating a text by experimenting with verb usage. For instance, groups of students may be assigned specific forms to use in their re-writes; one group may translate all active verbs into the passive voice while another experiments with</p>
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						incorporating subjunctive structures into the writing. Groups may then share their results as a whole class or through a jigsaw approach. Students should then reflect individually on the effect each transformation had on the overall meaning of the text as well as their impressions as a reader. Once students have synthesized their understandings from this activity, they may then be asked to apply their skill to their own writing through a similar re-writing process.
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**Vocabulary Acquisition and Use**

<b>CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>	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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g.,	Sixth grade students use their familiarity with language and its structure as a tool to aid their reading comprehension. To achieve this, students draw from a variety of skills including using context and function to determine a word's meaning, analyzing unknown words using knowledge of Greek and Latin roots, and developing the skills to use reference tools when necessary. Possible activities to attain this goal include practice with analogies in order to understand how function can serve as a clue to an unknown word and word studies of common roots.	L.7.4 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference	Students in seventh grade use their familiarity with language and its structure as a tool to aid their comprehension. To achieve this, students will draw from a variety of skills including using context and function to determine a word's meaning, analyzing unknown words using knowledge of Greek and Latin roots, and developing the skills to use reference tools when necessary. Possible activities to attain this goal include practice with analogies in order to understand how function can serve as a clue to an unknown word and word studies of common roots.	L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference	Eighth grade students will use their familiarity with language and its structure as a tool to aid their reading comprehension. To achieve this, students will draw from a variety of skills including using context and function to determine a word's meaning, analyzing unknown words using knowledge of Greek and Latin roots, and developing the skills to use reference tools when necessary. Possible activities to attain this goal include practice with analogies in order to understand how function can serve as a clue to an unknown word and word
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	<p>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>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>As students refine these skills, they should be asked to routinely apply their knowledge in authentic reading, writing, and speaking contexts.</p> <p>Students understand the nuanced, unspoken, and non-literal meanings of language. In addition, students may benefit from participating in activities that require them to determine the relative strength, meaning, or relationship between words. Possible activities to attain this goal include word study of synonyms and antonyms, analogies, and practice with language tools including the dictionary and thesaurus. Following these activities, students should be asked to apply their understanding more directly to their reading and writing by analyzing how word choice impacts the meaning of a text.</p> <p>General academic words are more likely to appear in written text than in speech. They often represent subtle or precise ways to say relatively simple things (saunter instead of walk). They are highly</p>	<p>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>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>As students refine these skills, they should be asked to routinely apply their knowledge in authentic reading, writing, and speaking contexts.</p> <p>Seventh grade students notice the nuanced, unspoken, and non-literal meanings of language. They may need frequent exposure to and explanation of figurative language, including literary, biblical, and mythological allusions. Students might also benefit from exploring the relationship between words, particularly synonyms/antonyms and analogies as well as word associations as compared to their definitions. They might use a thesaurus or dictionary to assist them in this work.</p> <p>General academic words are more likely to appear in written text than in speech. They often represent subtle or precise ways to say relatively simple things (saunter instead of walk). They are highly transferable. Domain-specific words are specific to a domain or field of study. Because of their</p>	<p>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>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>studies of common roots. As students refine these skills, they should be asked to routinely apply their knowledge in authentic reading, writing, and speaking contexts.</p> <p>Students will understand the nuanced, unspoken, and non-literal meanings of language. Based on their language background, students may require frequent exposures to and explanations of language such as idioms, puns, and irony. In addition, students may benefit from participating in activities that require them to determine the relative strength, meaning, or relationship between words. Possible activities to attain this goal include word study of synonyms and antonyms, analogies, and practice with language tools including the dictionary and thesaurus. Following activities such as this, students should be asked to apply their understanding more directly to their reading and writing by analyzing how word choice impacts the meaning of a text.</p> <p>General academic words</p>
<b>CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>	<p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>	<p>determine the relative strength, meaning, or relationship between words. Possible activities to attain this goal include word study of synonyms and antonyms, analogies, and practice with language tools including the dictionary and thesaurus. Following these activities, students should be asked to apply their understanding more directly to their reading and writing by analyzing how word choice impacts the meaning of a text.</p> <p>General academic words are more likely to appear in written text than in speech. They often represent subtle or precise ways to say relatively simple things (saunter instead of walk). They are highly</p>	<p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>Students might also benefit from exploring the relationship between words, particularly synonyms/antonyms and analogies as well as word associations as compared to their definitions. They might use a thesaurus or dictionary to assist them in this work.</p> <p>General academic words are more likely to appear in written text than in speech. They often represent subtle or precise ways to say relatively simple things (saunter instead of walk). They are highly transferable. Domain-specific words are specific to a domain or field of study. Because of their</p>	<p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>and irony. In addition, students may benefit from participating in activities that require them to determine the relative strength, meaning, or relationship between words. Possible activities to attain this goal include word study of synonyms and antonyms, analogies, and practice with language tools including the dictionary and thesaurus. Following activities such as this, students should be asked to apply their understanding more directly to their reading and writing by analyzing how word choice impacts the meaning of a text.</p> <p>General academic words</p>
<b>CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient</b>	<p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;</p>	<p>They often represent subtle or precise ways to say relatively simple things (saunter instead of walk). They are highly</p>	<p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;</p>	<p>They are highly transferable. Domain-specific words are specific to a domain or field of study. Because of their</p>	<p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;</p>	<p>General academic words</p>

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<p><b>for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b></p>	<p>gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>transferable. Domain-specific words are specific to a domain or field of study. Because of their specificity and close ties to content knowledge they are more common in informational text. (CCSS, Appendix A, pg. 33)</p>	<p>gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>specificity and close ties to content knowledge they are more common in informational text. (CCSS, Appendix A, pg. 33)</p>	<p>gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>are more likely to appear in written text than in speech. They often represent subtle or precise ways to say relatively simple things (saunter instead of walk). They are highly transferable. Domain-specific words are specific to a domain or field of study. Because of their specificity and close ties to content knowledge they are more common in informational text. (CCSS, Appendix A, pg. 33)</p>
		<p>To be successful, sixth grade students effectively understand and apply conversational, academic, and domain-specific vocabulary. A language-rich classroom may incorporate these words and phrases in a variety of ways. For example, students may focus on acquiring varied conversational vocabulary as they participate in cooperative learning groups and the editing of their own writing and the writing of their peers. Academic vocabulary may be taught and modeled through classroom assignments. For instance, students may require practice with the process of analyzing. Work like this may include analyzing of a variety of texts – pictures, poems, and directions. Students may also benefit from dissecting assignments and</p>		<p>To be successful, seventh grade students will effectively understand and apply conversational, academic, and domain-specific vocabulary. A language-rich classroom may incorporate these words and phrases in a variety of ways. For example, students may focus on acquiring varied conversational vocabulary as they participate in cooperative learning groups and the editing of their own writing. Academic vocabulary may be taught and modeled through classroom assignments. For instance, students may require practice with the process of analyzing. Work like this may include the “breaking down” of a variety of texts – pictures, poems, and directions. Students may also benefit from dissecting assignments and determining the key processes required. Finally, domain-specific vocabulary may be displayed</p>		

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		<p>determining the key processes required. Many students can benefit from the use of writing frames or sentence starters in order to gain proficiency with academic terms and phrases. Finally, domain-specific vocabulary may be displayed throughout the classroom, such as on a word wall, and routinely referenced during instruction. In addition, students need strategies to interpret unknown words and their meanings. These skills may take the forms of using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form.</p>		<p>throughout the classroom, such as on a word wall, and routinely referenced during instruction. In addition, students will need strategies to interpret unknown words and their meanings. These skills may take the forms of using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form.</p>		<p>analyzing. Work like this may include the “breaking down” of a variety of texts – pictures, poems, and directions. Students may also benefit from dissecting assignments and determining the key processes required. Finally, content-specific vocabulary may be displayed throughout the classroom, such as on a word wall, and routinely referenced during instruction. In addition, students will need strategies to interpret unknown words and their meanings. These skills may take the forms of using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form.</p>
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