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 explain the function of phrases and clauses in general and their function in specific sentences. o I can choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. o I can place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	• Phrases • Clauses • Simple • Compound • Complex • Compound-complex • Misplaced modifiers • Dangling modifiers		

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 a comma to separate coordinate adjectives o I can spell correctly.	• Comma • Adjectives		

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 choose language that expresses ideas precisely and concisely, recognizing and	• Precisely • Concisely • Wordiness • Redundancy		

Strand: Knowledge of Language			
eliminating wordiness and redundancy.*			

Strand: Vocabulary Acquisition and Use			
Standard 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.			
Learning Targets	**Academic Vocabulary**	**Question Stems**	**Possible Assessments**
○ 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., *audience, auditory, audible*). ○ 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 of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	• Context • Affixes • Roots • Inferred		
Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			

Strand: Vocabulary Acquisition and Use			
Learning Targets	**Academic Vocabulary**	**Question Stems**	**Possible Assessments**
o I can interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. o I can use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. o Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	• Allusions • Synonym • Antonym • Analogy • Connotation • Denotation		
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 (*).