Bridging the [NYS English Language Arts Learning Standards](https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy) ~ Transition from Grade 4 to Grade 5

The intention of this tool is to provide a template for discussion and planning as students transition from the 2019-2020 school year to the 2020-2021 school year. In this instance, the 4th grade teacher will comment on the 2019-2020 ELA curriculum relating to that year’s instruction; the 5thgrade teacher will use this information to plan to meet the needs of all learners for the 2020-2021 school year.

Each standard includes an image of an instructor (Classroom)  and an image of a laptop  (Internet) to indicate if the standard was taught in the classroom or remotely. Circling or deleting the images will best indicate the method of instruction for that standard during the 2019-2020 school year.

Reading: Literature and Informational Text

Key Ideas and Details

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|  | **Grade 5**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 6**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| R1 | RL & RI: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Classroom  Internet |  | RL & RI: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  |
| R2 | RL: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  RI: Identify two or more main ideas of a text and explain how they are supported by key details; summarize the text. | Classroom  Internet |  | RL & RI: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |  |

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| R3 | RL: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  RI: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical,  scientific, or technical text based on specific information in the text. | Classroom  Internet |  | RL: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  RI: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |  |

Craft and Structure

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|  | **Grade 5**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 6**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| R4 | RL: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  RI: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | Classroom  Internet |  | RL: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  RI: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |  |

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| R5 | RL: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  RI: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | Classroom  Internet |  | RL: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  RI: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |  |
| R6 | RL: Describe how a narrator’s or speaker’s point of view influences how events are described.   1. Recognize and describe how an author’s background and culture affect his or her perspective.   RI: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | Classroom  Internet |  | RL: Explain how an author develops the point of view of the narrator or speaker in a text. a. Explain how an author’s geographic location or culture affects his or her perspective.  RI: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. |  |

Integration of Knowledge and Ideas

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|  | **Grade 5**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 6**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| R7 | RL: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).  RI: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | Classroom  Internet |  | RL: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.  RI: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |  |
| R8 | RL: (Not applicable to literature)  RI: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | Classroom  Internet |  | RL: (Not applicable to literature)  RI: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |  |

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| R9 | RL: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  RI: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | Classroom  Internet |  | RL: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  RI: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).   1. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. |  |

Range of Reading and Level of Text Complexity

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|  | **Grade 5**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 6**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| R10 | RL: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.  RI: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. | Classroom  Internet |  | RL: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  RI: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  |
| R11 | RL: Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.   1. Self-select text to develop personal preferences regarding favorite authors. 2. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.   RI: Not applicable to Reading for Information Standard | Classroom  Internet |  | RL: Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.   1. Self-select text based on personal preferences. 2. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.   RI: Not applicable to Reading for Information Standard |  |

Writing

Text Types and Purposes

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|  | **Grade 5**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 6**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| W1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. 2. Provide logically ordered reasons that are supported by facts and details. 3. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). 4. Provide a concluding statement or section related to the opinion presented. | Classroom  Internet |  | Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s) and organize the reasons and evidence clearly. 2. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 3. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from the argument presented. |  |

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| W2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   1. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 3. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Provide a concluding statement or section related to the information or explanation presented. | Classroom  Internet |  | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   1. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate transitions to clarify the relationships among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Establish and maintain a formal style. 6. Provide a concluding statement or section that follows from the information or explanation presented. |  |

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| W3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 2. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 4. Use concrete words and phrases and sensory details to convey experiences and events precisely. 5. Provide a conclusion that follows from the narrated experiences or events. | Classroom  Internet |  | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   1. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 3. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 4. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 5. Provide a conclusion that follows from the narrated experiences or events. |  |

Production and Distribution of Writing

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|  | **Grade 5**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 6**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| W4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)   1. Produce text (print or nonprint) that explores a variety of cultures and perspectives. | Classroom  Internet |  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)   1. Produce text (print or nonprint) that explores a variety of cultures and perspectives. |  |
| W5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) | Classroom  Internet |  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |  |
| W6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | Classroom  Internet |  | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |  |

Research to Build and Present Knowledge

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|  | **Grade 5**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 6**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| W7 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | Classroom  Internet |  | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |  |
| W8 | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | Classroom  Internet |  | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |  |
| W9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). 2. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). | Classroom  Internet |  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). 2. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). |  |

Range of Writing

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|  | **Grade 5**  **Learning Standard** | Instruction Provided | Comments &  Considerations | **Grade 6**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences. | Classroom  Internet |  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences |  |
| W11 | Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.   1. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts. | Classroom  Internet |  | Create and present a text or art work in response to a literary work.   1. Develop a perspective or theme supported by relevant details. 2. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts. 3. Create poetry, stories, plays, and other literary forms (e.g., videos, art work). |  |

Speaking and Listening

Comprehension and Collaboration

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|  | **Grade 5**  **Learning Standard** | Instruction Provided | Comments &  Considerations | **Grade 6**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| SL1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 5. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. 6. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. | Classroom  Internet |  | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 3. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 4. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 5. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. |  |
| SL2 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Classroom  Internet |  | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.   1. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. |  |
| SL3 | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | Classroom  Internet |  | Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |  |

Presentation of Knowledge and Ideas

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|  | **Grade 5**  **Learning Standard** | Instruction Provided | Comments &  Considerations | **Grade 6**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| SL4 | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | Classroom  Internet |  | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation |  |
| SL5 | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | Classroom  Internet |  | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |  |
| SL6 | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) | Classroom  Internet |  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) |  |

Language

Conventions of Standard English

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|  | **Grade 5**  **Learning Standard** | Instruction Provided | Comments &  Considerations | **Grade 6**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 2. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. 3. Use verb tense to convey various times, sequences, states, and conditions. 4. Recognize and correct inappropriate shifts in verb tense. 5. Use correlative conjunctions (e.g., either/or, neither/nor). | Classroom  Internet |  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Ensure that pronouns are in the proper case (subjective, objective, possessive). 2. Use intensive pronouns (e.g., myself, ourselves). 3. Recognize and correct inappropriate shifts in pronoun number and person. 4. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 5. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |  |

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| L2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation to separate items in a series. 2. Use a comma to separate an introductory element from the rest of the sentence. 3. Use a comma to set off the words yes and no (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It’s true, isn’t it?),* and to indicate direct address (e.g., *Is that you, Steve?*). 4. Use underlining, quotation marks, or italics to indicate titles of works. 5. Spell grade-appropriate words correctly, consulting references as needed. | Classroom  Internet |  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\* 2. Spell correctly. |  |

Knowledge of Language

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|  | **Grade 5**  **Learning Standard** | Instruction Provided | Comments &  Considerations | **Grade 6**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| L3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | Classroom  Internet |  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Vary sentence patterns for meaning, reader/listener interest, and style.   b. Maintain consistency in style and tone. |  |

Vocabulary Acquisition and Use

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|  | **Grade 5**  **Learning Standard** | Instruction Provided | Comments &  Considerations | **Grade 6**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| L4 | 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.   1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 3. 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. | Classroom  Internet |  | 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.   1. 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. 2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 3. 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. 4. 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). |  |

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| L5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figurative language, including similes and metaphors, in context. 2. Recognize and explain the meaning of common idioms, adages, and proverbs. | Classroom  Internet |  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figures of speech (e.g., personification) in context. 2. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. 3. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). |  |
| L6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. | Classroom  Internet |  | 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. |  |