# 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 6 to Grade 7

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 6th grade teacher will comment on the 2019-2020 ELA curriculum relating to that year’s instruction; the 7th grade 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 6**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 7**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| R1 | RL & RI: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Classroom  Internet |  | RL & RI: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  |
| R2 | 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. | Classroom  Internet |  | RL & RI: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |  |
| R3 | 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). | Classroom  Internet |  | RL: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  RI: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |  |

### Craft and Structure

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|  | **Grade 6**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 7**  **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 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. | 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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.  RI: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |  |
| R5 | 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. | Classroom  Internet |  | RL: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  RI: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |  |

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| R6 | RL: Explain how an author develops the point of view of the narrator or speaker in a text.   1. 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. | Classroom  Internet |  | RL: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.   1. Analyze stories, drama, or poems by authors who represent diverse world cultures.   RI: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |  |

### Integration of Knowledge and Ideas

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|  | **Grade 6**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 7**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| R7 | 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. | Classroom  Internet |  | RL: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).  RI: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |  |

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| R8 | 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. | Classroom  Internet |  | RL: (Not applicable to literature)  RI: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |  |
| R9 | 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. | Classroom  Internet |  | RL: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  RI: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.   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 6**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 7**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| R10 | 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. | 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, 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 | 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 6**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 7**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| W1 | 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. | Classroom  Internet |  | Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented. |  |

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| W2 | 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. | 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 clearly, previewing what is to follow; 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 create cohesion and 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 and supports the information or explanation presented. |  |

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| W3 | 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. | 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 point of view 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 capture the action and convey experiences and events. 5. Provide a conclusion that follows from and reflects on the narrated experiences or events. |  |

### Production and Distribution of Writing

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|  | **Grade 6**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 7**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| W4 | 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. | 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 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.) | 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7). |  |
| W6 | 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. | Classroom  Internet |  | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |  |

### Research to Build and Present Knowledge

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|  | **Grade 6**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 7**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| W7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | Classroom  Internet |  | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |  |
| W8 | 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. | Classroom  Internet |  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |  |
| W9 | 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”). | Classroom  Internet |  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). 2. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). |  |

### Range of Writing

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|  | **Grade 6**  **Learning Standard** | Instruction Provided | Comments &  Considerations | **Grade 7**  **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 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). | Classroom  Internet |  | Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections.   1. Make deliberate, personal, cultural, textual, and thematic connections across genres. 2. Create poetry, stories, plays, and other literary forms (e.g., videos, art work). |  |

## Speaking and Listening

### Comprehension and Collaboration

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|  | **Grade 6**  **Learning Standard** | Instruction Provided | Comments &  Considerations | **Grade 7**  **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 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. | Classroom  Internet |  | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners *on* grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or researched material under study; 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, track progress toward specific goals and deadlines, and define individual roles as needed. 3. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. 4. Acknowledge new information expressed by others and, when warranted, modify their views. 5. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. |  |

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| SL2 | 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. | Classroom  Internet |  | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify 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 | Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | Classroom  Internet |  | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |  |

### Presentation of Knowledge and Ideas

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|  | **Grade 6**  **Learning Standard** | Instruction Provided | Comments &  Considerations | **Grade 7**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| SL4 | 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. | Classroom  Internet |  | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |  |
| SL5 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | Classroom  Internet |  | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |  |

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| SL6 | 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.) | Classroom  Internet |  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3.) |  |

## Language

### Conventions of Standard English

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|  | **Grade 6**  **Learning Standard** | Instruction Provided | Comments &  Considerations | **Grade 7**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| L1 | 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. | Classroom  Internet |  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Explain the function of phrases and clauses in general and their function in specific sentences. 2. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |  |

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| L2 | 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.\*   b. Spell correctly. | Classroom  Internet |  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). 2. Spell correctly. |  |

### Knowledge of Language

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|  | **Grade 6**  **Learning Standard** | Instruction Provided | Comments &  Considerations | **Grade 7**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| L3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Vary sentence patterns for meaning, reader/listener interest, and style. 2. Maintain consistency in style and tone. | Classroom  Internet |  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |  |

### Vocabulary Acquisition and Use

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|  | **Grade 6**  **Learning Standard** | Instruction Provided | Comments &  Considerations | **Grade 7**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| L4 | 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). | Classroom  Internet |  | 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.   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., *belligerent, bellicose, rebel*). 3. 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. 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 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). | Classroom  Internet |  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. 2. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. 3. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*). |  |
| L6 | 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. | 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. |  |