CLUSTER: CONVENTIONS OF STANDARD ENGLISH

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
b. Form and use regular and irregular plural nouns.
c. Use abstract nouns (e.g., *childhood*).
d. Form and use regular and irregular verbs.
e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
f. Ensure subject-verb and pronoun-antecedent agreement.
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
h. Use coordinating and subordinating conjunctions.
i. Produce simple, compound, and complex sentences.

Essential Skills:

3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

- **Recognize and name parts of speech in text presented in a variety of formats.**
- **Identify and explain the differences between parts of speech and their functions.**
- **Demonstrate correct use of parts of speech in oral and written language.**
- **Analyze writing models for correct use of parts of speech.**

3.1.b Form and use regular and irregular plural nouns.

- **Identify and define regular and irregular plural nouns in text presented in a variety of formats.**
- **Distinguish between regular and irregular plural nouns.**
- **Apply the correct form and use of regular and irregular plural nouns in oral and written language.**
- **Analyze writing models for correct use of regular and irregular plural nouns.**

3.1.c Use abstract nouns (e.g., *childhood*).

- **Identify and define abstract nouns in text presented in a variety of formats.**
- **Distinguish between types of nouns (e.g., abstract, common).**
- **Demonstrate the use of abstract nouns in oral and written language.**
- **Analyze writing models for correct use of abstract nouns.**

3.1.d Form and use regular and irregular verbs.

- **Identify and define regular and irregular verbs in text presented in a variety of formats.**
- **Demonstrate consistent and appropriate use of verb tenses, such as past, present, and future in oral and written language.**
- **Analyze writing models for correct use of verb tenses.**

3.1.e Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

- **Identify and define verb tenses in text presented in a variety of formats.**
- **Apply the correct use of past, present, and future tenses of verbs in speaking and writing.**
- **Analyze writing models for correct use of verb tenses.**

3.1.f Ensure subject-verb and pronoun-antecedent agreement.

- **Identify subjects and verbs in sentences.**
- **Recognize connection between subjects/verbs (i.e., singular subjects with singular verbs and plural subjects with plural verbs).**
- **Recognize agreement between pronouns and antecedents.**
- **Apply correct subject-verb and pronoun-antecedent agreement in speaking and writing.**
- **Analyze writing models for correct subject-verb and pronoun-antecedent agreement.**

3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

- **Identify and explain the difference between comparative and superlative.**
- **Identify the correct modifier for given sentences.**
- **Demonstrate the correct use of comparative and superlative adjectives and adverbs in oral and written language.**
- **Analyze writing models for correct use of comparatives and superlatives.**

3.1.h Use coordinating and subordinating conjunctions.

- **Distinguish between coordinating and subordinating conjunctions.**
- **Use conjunctions correctly in combining sentences.**
- **Strengthen writing by revising to combine sentences correctly when appropriate.**

3.1.i Produce simple, compound, and complex sentences.

- **Distinguish between a sentence and a fragment.**
- **Distinguish between simple, compound, and complex sentences.**
- **Strengthen writing by revising to use a variety of sentence types.**

Benchmarks:

CLUSTER: CONVENTIONS OF STANDARD ENGLISH

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize appropriate words in titles.
b. Use commas in addresses.
c. Use commas and quotation marks in dialogue.
d. Form and use possessives.
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled*, *cries, happiness*).
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Essential Skills:

3.2.a Capitalize appropriate words in titles.

- **Explain the rules for capitalization of titles.**
- **Identify appropriate words to capitalize in given titles.**
- **Analyze writing models for correct capitalization.**

3.2.b Use commas in addresses.

- **Identify and demonstrate rules for placement of commas in addresses.**
- **Analyze and edit writing for the correct use of commas.**

3.2.c Use commas and quotation marks in dialogue.

- **Recognize and explain the purpose of direct dialogue in text.**
- **Identify capitalization rules for dialogue.**
- **Demonstrate correct placement of commas and quotation marks in dialogue.**

- **Analyze writing models for the correct use of punctuation in dialogue.**

3.2.d Form and use possessives.

- **Recognize and distinguish between contractions and possessives.**
- **Strengthen writing by revising to include appropriate use of possessives.**

3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled*, *cries, happiness*).

- **Identify the correct spellings for grade-level frequently occurring irregular words.**
- **Modify spelling of base words as needed when adding inflectional endings and suffixes.**
- **Use word processing prompts when appropriate to correct spelling of grade-appropriate words.**
- **Analyze writing models for correct spelling of high-frequency words.**

3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

- **Apply previously learned spelling patterns and generalizations to spell grade-appropriate words correctly.**
- **Apply knowledge of syllable types to spell multisyllabic words.**
- **Use word processing prompts when appropriate to demonstrate correct spelling of grade-appropriate words.**
- **Analyze writing models for correct spelling.**

3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- **Identify the purpose of a variety of reference materials both print and digital.**
- **Demonstrate use of print and digital reference materials correctly to check and correct spellings.**
- **Use reference materials, including beginning dictionaries, independently when drafting and editing.**
- **Use word processing prompts when appropriate to correct spelling.**
- **Analyze writing models for correct spelling.**

Benchmarks:

CLUSTER: KNOWLEDGE OF LANGUAGE

Anchor Standard 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.

L 3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.
b. Recognize and observe differences between the conventions of spoken and written standard English.

Essential Skills:

3.3.a Choose words and phrases for effect.

- **Recognize and use figurative language.**
- **Choose appropriate words to convey feelings or mood in writing.**
- **Use specific rather than vague language.**
- **Strengthen writing by revising sentences for eader/listener interest.**
- **Analyze writing models or speech for affect of words and phrases on feeling or mood.**

3.3.b Recognize and observe differences between the conventions of spoken and written standard English.

- **Identify the differences and similarities between spoken and written language.**
- **Demonstrate conventions of spoken and written English in conversations and writing.**

Benchmarks:

CLUSTER: VOCABULARY ACQUISITION AND USE

Anchor Standard 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.

L 3.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/ disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Essential Skills:

3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

- **Identify clues within a sentence that help determine or clarify the meaning of a word or phrase.**
- **Access and connect prior knowledge and experiences to determine the meaning of words and phrases.**
- **Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.**

3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/ disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

- **Identify the root word in multisyllabic words.**
- **Identify meaning of common prefixes and suffixes.**
- **Use meaning of prefixes and suffixes to explain the meaning of new words.**
- **Identify relationships between and among words with the same prefixes and suffixes.**

3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

- **Identify the root word in multisyllabic words.**

- **Identify meaning of common prefixes and suffixes.**
- **Use meaning of prefixes and suffixes to explain the meaning of new words.**
- **Identify relationships between and among words with the same prefixes and suffixes.**

3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

- **Identify and explain purpose of glossaries and beginning dictionaries, both print and digital.**
- **Use key words and text features to help find information within a specific source.**
- **Identify safe and unsafe online practices.**
- **Use the context in which words are used to choose among possible meanings.**
- **Strengthen writing by using reference material to revise for precise word choice.**

Benchmarks:

CLUSTER: VOCABULARY ACQUISITION AND USE

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L 3.5: Demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

Essential Skills:

3.5.a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).

- **Differentiate between the concepts of literal and non-literal.**
- **Recognize that word combinations have different meanings in different contexts.**
- **Apply knowledge of literal and non-literal meaning to understand text.**

3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

- **Access prior knowledge and experiences to identify connections between words and their application to real life.**

3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

- **Access prior knowledge, as well as reference materials both print and digital to identify synonyms for given words.**

Benchmarks:

CLUSTER: VOCABULARY ACQUISITION AND USE

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient 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.

L 1.6: 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., *After dinner that night we went looking for them*).

Essential Skills:

- **Through modeling and exposure to a variety of texts, develop rich oral language and writing, including general academic and domain-specific words.**
- **Participate in collaborative conversations with diverse peers about Grade 3 topics and text, building on other's ideas and expressing their own clearly.**

Benchmarks:

Standards for Language: Grade 3

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								