

Core Content Connectors by Common Core State Standards: English Language Arts, Language Standards Grades K-2

MSAA Instructional Resource Guide, Revised September 2024 from the NCSC content developed as part of the National Center and State Collaborative under a grant from the US Department of Education.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.

Kindergarten Language Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print many upper- and lowercase letters.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - d. Understand and use question words (interrogatives)(e.g., who, what, where, when, why, how).
 - e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, or, by, with).
 - f. Produce and expand complete sentences in shared language activities.

K.WA.3 Print many upper- and lowercase letters.

K.WA.4 Use high frequency nouns in dictating or writing.

K.WA.5 Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

K.WA.6 Complete sentences in a shared language activity.

2. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun I.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

K.WA.7 Capitalize the first word in a sentence and the pronoun "I".

K.WA.8 Write a letter or letters for consonant and short-vowel sounds (phonemes).

1. WA.13 Write a letter or letters for consonant and short-vowel sounds (phonemes).

2. WA.11 Write a letter or letters for consonant and short-vowel sounds (phonemes).

3. Begins in grade 2.

Grade 1 Language Standards

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

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1.WA.4 Print upper- and lowercase letters.
1.WA.8 Use singular and plural nouns with matching verbs in basic sentences.
1.WA.5 Use frequently occurring nouns in dictating or writing.
1.WA.6 Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) in writing.
1.WA.9 Use verbs to convey a sense of past present or future in writing.
1.WA.7 Use frequently occurring adjectives in dictating or writing.
1.WA.11 Use frequently occurring conjunctions (e.g., and, but, or, so, because) in writing.
1.WA.10 Use frequently occurring prepositions (e.g., and, but, or, so, because) in writing.
1.WA.12 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

1.WA.14 Use capitalization of first words in sentence, pronoun "I", dates, and names of people.
1.WA.15 Use end punctuation for sentences.
1.WA.16 Use conventional spelling for words with common spelling patterns.
2.WA.12 Use end punctuation for sentences.
2.WA.13 Use conventional spelling for words with common spelling patterns.
2.WA.1 Use end punctuation for sentences.

3. Begins in grade 2.

Grade 2 Language Standards

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

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

2.WA.6 Use collective and irregular plural nouns in writing.
2.WA.7 Use past tense irregular verbs in writing.
2.WA.9 Use reflexive pronouns (e.g., myself, ourselves) in writing.
2.WA.8 Use adjectives and adverbs in writing.
2.WA.10 Produce and expand upon simple or compound sentences.

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

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closing of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage and badge; boy and boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

2.WA.17 Capitalize dates, name of people, holidays, product names, and geographic names.
3.WA.8 Capitalize words in holidays, product names, geographic names, and appropriate words in a title.
3.WA.9 Capitalize words in holidays, product names, geographic names, and appropriate.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

NO CCCs at this grade level

Vocabulary Acquisition and Use

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.

Kindergarten Language Standards

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

K.RWL.e1 Identify new meanings for familiar words.

K.RWL.c3 Identify an affix or inflectional ending for a frequently occurring word.

K.RWL.c4 Identify the meaning of common inflections and affixes.

K.RWL.c5 Use meanings of common inflections and affixes as a clue to the meaning of an unknown word.

5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

K.RWL.e2 With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.

K.RWL.e3 With guidance and support, match the opposites for frequently used verbs and adjectives.

K.RWL.f With guidance and support, use newly acquired words in real-life context.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

K.WA.9 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

K.RWL.f With guidance and support, use newly acquired words in real-life context.

Grade 1 Language Standards

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or a phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word or phrase.
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

1. RWL.e4 Use context within a sentence as a clue to the meaning of a word or phrase.
1. RWL.c8 Use frequently occurring affixes as a clue to the meaning of the word.
2. RWL.c1 Read or identify frequently occurring root words with and without inflectional endings.

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

1. RWL.e1 With guidance and support, identify the category for a given word (e.g., a duck is a bird).
1. RWL.e2 With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
1. RWL.e3 With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
1. RWL.f1 With guidance and support, use newly acquired words in real-life context.
2. RWL.e1 With guidance and support from adults, distinguish shades of meaning among verbs differing in manner or adjectives differing in intensity by defining them or acting out their meaning.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

1. WA.17 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
1. RWL.f1 With guidance and support, use newly acquired words in real-life context.
1. RWL.f2 Use frequently occurring conjunctions to signal simple relationships.

Grade 2 Language Standards

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array 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 prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook and bookmark).
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

2.RWL.e4 Use sentence context as a clue to the meaning of a word or phrase.

2.RWL.c6 Determine the meaning of a new word formed when a known prefix is added to the known word or root.

2.RWL.g6 Use a known root word as a clue to the meaning of an unknown word with the same root.

2.RWL.c7 Use knowledge of the meaning of individual words to predict the meaning of compound words.

2.RWL.e5 Use a glossary or beginning dictionary to determine the meaning of a word.

5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

2.RWL.f1 Use newly acquired words in real-life context.

2.RWL.e2 Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).

2.WA.15 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

2.RWL.a1 Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying).

2.RWL.f1 Use newly acquired words in real-life context.

2.RWL.f2 Use adjectives to describe nouns.

2.RWL.f3 Use adverbs to describe verbs.

Core Content Connectors by Common Core State Standards: English Language Arts, Language Standards Grades 3-5

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College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Grade 3 Language Standards

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.

3.WA.4 Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences.

3.WA.6 Write sentences using nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), and adjectives and/or adverbs.

3.WA.7 Write sentences using correct subject-verb pronoun-antecedent agreement.

3.WA.5 Use simple and compound sentences in informative/explanatory writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuations, 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.

3.WA.8 Capitalize words in holidays, product names, geographic names, and appropriate words in a title.

3.WA.11 Use commas accurately in addresses or dialogue within writing.

3.WA.9 Use quotation marks within writing.

3.WA.10 Use conventional spelling (e.g., sitting, smiled, crisis) and spelling patterns (e.g., word families, syllable patterns, ending rules) in writing high frequency and/or previously learned words.

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.

3.WA.12 Choose words and phrases for appropriate effect (e.g., to inform) within writing.

Grade 4 Language Standards

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

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).

4.WA.4 Use relative pronouns and relative adverbs in writing.

4.WA.5 Use prepositional phrase in writing.

4.WA.6 Produce simple, compound, and complex sentences in writing.

4.WA.7 Recognize and correct inappropriate fragments and run-on sentences.

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

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

4.WA.8 Use correct capitalization in writing.

4.WA.9 Use commas and quotation marks in writing.

4.WA.10 Spell words correctly in writing, consulting references as needed.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

4.WA.11 Choose words and phrases for appropriate effect (e.g., to inform) within writing.

Grade 5 Language Standards

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

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.
- e. Use correlative conjunctions (e.g., either/or, neither/or).

5.WA.7 Use appropriate verb tense to convey times, sequence, state, and condition.

5.WA.6 Recognize and correct inappropriate shifts in verb tense.

5.WA.8 Identify and use conjunctions, prepositions, and interjections in writing.

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

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. 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?)
- d. Use underlining, quotation marks, or italics to indicate titles of words.
- e. Spell grade-appropriate words correctly, consulting references as needed.

5.WA.9 Use punctuation to separate items in a series.

5.WA.10 Use commas accurately in writing.

5.WA.11 Spell words correctly in writing, consulting references as needed.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener, interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

5.WA.12 Expand, combine, and reduce sentences for meaning, reader interest, and style within writing.

Grade 4 Language Standards

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (definitions, examples, or restatements in text as a clue to the meaning of a word or phrase).
- b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (telegraph, photograph, autograph.)
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

4.RWL.i2 Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning.

4.RWL.i3 Use common grade appropriate roots and affixes as clues to the meaning of a word.

4.RWL.i4 use the glossary comma dictionary comma or thesaurus to determine the meaning of a word.

5. Demonstrate understanding of figurative language, word relationships, nuances, and word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as the picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites, (antonyms), and to words with similar but not identical meanings (synonyms).

4.RWL.k1 simple similes in context.

4.RWL.k2 simple metaphors and context.

4.RWL.i5 Relate words to their opposites (antonyms).

4.RWL.i6 Relate words to words with similar but not identical meanings (synonyms).

4.RWL.k3 the meaning of common idioms.

6. Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, motions, or states of being (e.g., quizzed, whined, stammered) and that are basic to our particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

4.RWL.j1 Use general, academic and domain specific words and phrases accurately.

4.WA.12 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.

Grade 5 Language Standards

4. 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.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. 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.

5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words.

5.RWL.b2 Use common grade-appropriate roots and affixes as clues to the meaning of a word.

5.RWL.d1 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.

5.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the meaning of a word.

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

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

5.RWL.e1 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.

5.WL.f1 Use figurative language in context, including similes and metaphors.

5.RWL.e2 Identify the meaning of common idioms or proverbs.

5.WA.13 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.

5.RL.g1 Interpret personification to help explain the characters within a text.

5.RL.g2 Interpret the use of personification within a text.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

5.RWL.c1 Use general academic and domain specific words and phrases accurately.

5.WA.14 Use grade appropriate general academic and domain specific words and phrases accurately within informational writing.

**Core Content Connectors by Common Core State Standards: English Language Arts,
language Standards Grades 6-8**

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College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.

Grade 6 Language Standards

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) parentheses.
 - 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.

6.WA.7 Identify and use pronouns accurately in writing.

6.WA.6 Use strategies (e.g., clarify language and grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.

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.

6.WA.8 Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.

6.WA.9 Spell words correctly in writing.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
 - b. Maintain consistency in style and tone.

6.WA.10 Vary sentence patterns for meaning, reader interest, and style when writing.

Grade 7 Language Standards

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 functions 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.

7.WA.6 Use phrases and clauses accurately within a sentence.

7.WA.5 Use simple, compound, complex, and compound-complex sentences within writing when appropriate.

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.

7.WA.7 Use commas to separate coordinate adjectives.

7.WA.8 Spell words correctly in writing.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

7.WL.n1 Use words, phrases, or gathered information to accurately reflect meaning.

7.WA.9 Choose language that expresses ideas precisely and concisely, by eliminating wordiness and redundancy.

Grade 8 Language Standards

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

- a. Explain the function of verbal (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.

8.WA.4 Use active and passive verbs in writing.

8.WA.5 Use verbs in indicative, imperative, interrogative, condition, and/or subjunctive mood in writing.

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.

8.WA.6 Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.

8.WA.7 Spell words correctly in writing.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- 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).

8.WA.8 Use active and passive voice in writing to achieve particular effect.

8.WA.9 Use verbs in the conditional and subjunctive mood to achieve particular effect.

Vocabulary Acquisition and Use

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.

Grade 6 Language Standards

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., 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.
 - 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>6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words.</p> <p>6.RWL.b1 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</p> <p>6.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) for find the pronunciation of a word.</p> <p>6.RWL.d3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym of a word.</p> <p>6.RWL.d4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p> <p>6.RWL.d1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p>

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., personification) in context.
 - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions)(e.g., stingy, scrimping, economical, unwasteful, thrifty).

6.RWL.e1 Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.

6.RWL.k2 Interpret figures of speech (e.g., personification, allusions) in context.

6.WL.f1 Use figurative language appropriately, including similes and metaphors.

6.WA.11 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.

6.RWL.a2 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

6.RWL.e2 Identify the connotative meaning (the idea associated with the word) of a word or phrase.

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.

6.WA.12 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.

6.RWL.c1 Use general academic and domain specific words and phrases accurately.

Grade 7 Language Standards

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.
- 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.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
 - 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.
 - 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).

7.RWL.g1 Use context as a clue to determine the meaning of a grade appropriate word or phrases.

7.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.

7.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.

7.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.

7.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).

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

- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

7.RWL.k1 Identify allusion within a text or media.

7.RWL.k2 Interpret figures of speech (e.g., personification, allusions) in context.

7.RWL.k3 Interpret figures of speech (e.g., allusions, verbal irony, puns in context).

7.RWL.g2 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

7.RWL.k3 Identify the connotative meaning (the idea associated with the word) of a word or phrase.

7.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., slim, skinny, scrawny, thin).

7.WL.n1 Use words, phrases, or gathered information to accurately reflect literary context.

6. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrases important to comprehension or expression.

7.WA.10 Use grade appropriate general academic and domain specific words and phrases accurately within writing.

7.RWL.i1 Use general academic and domain specific words and phrases accurately.

Grade 8 Language Standards

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 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.
- 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).

8.RWL.g1 Use context as a clue to the meaning of a grade appropriate word or phrase.

8.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.

8.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.

8.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.

8.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).

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

- a. Interpret figures of speech (e.g., verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

8.RWL.k1 Identify irony within a text or media.

8.RWL.k2 Identify a pun within a text or media.

8.RWL.k3 Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.

8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.

8.RWL.g2 Use the relationship between particular words to better understand each of the words.

8.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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 comprehend or expression.

8.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.

8.RWL.i1 Use general academic and domain specific words and phrases accurately.

Core Content Connectors by Common Core State Standards: English Language Arts, Language Standards Grades 9-12

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College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.

Grade 9-10 Language Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use parallel structure.
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

910.WA.4 Use parallel structure (e.g., when using gerunds [ing], infinitives, or voice [active or passive]) within writing.

910.WA.5 Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.

2. Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.

910.WA.6 Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing.

910.WA.7 Spell correctly in writing.

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.
 - a. Write and edit works so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

910.WA.8 Write and edit work to conform to guidelines in a style manual.

Grade 11-12 Language Standards

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

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.

NO CCCs for this grade level

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

- a. Observe hyphenation conventions.
- b. Spell correctly.

1112.WA.4 Use hyphenation conventions.

1112.WA.5 Spell correctly in writing.

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.

- a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

1112.WA.7 Write and edit work to conform to guidelines in a style manual.

1112.WA.6 Vary syntax within writing for effect.

Vocabulary Acquisition and Use

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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 and gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Grade 9-10 Language Standards

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (analyze, analysis, analytical; advocate, advocacy).
 - c. 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, its parts of speech, or its etymology.
 - 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).

910.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.

910.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.

910.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.

910.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.

910.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).

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

- a. Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

910.RWL.d1 Identify an oxymoron in a text.

910.RWL.c1 Identify the denotation for a known word.

910.RL.d2 Interpret how literary devices advance the plot, affect the tone or pacing of a work.

910.RWL.d2 Interpret figures of speech in context.

910.RWL.c2 Explain differences or changes in the meaning of words with similar denotations.

6.Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

910.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately withing writing.

910.RWL.b2 Use newly acquired domain-specific words and phrases accurately.

Grade 11-12 Language Standards

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. 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, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determinations of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.

1112.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.

1112.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.

1112.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.

1112.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).

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

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

1112.RWL.d1 Identify hyperbole in a text.

1112.RWL.c1 Identify the denotation for a known word.

1112.RL.d4 Interpret how literary devices advance the plot, affect the tone or pacing of a work.

1112.RWL.d2 Interpret figures of speech in context.

1112.RWL.c2 Explain difference or changes in the meaning of words with similar denotations.

6. Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

1112.WA.8 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.

1112.RWL.b2 Use newly acquired domain-specific words and phrases accurately.