|  |  |  |  |
| --- | --- | --- | --- |
| **College/Career/Citizen Ready Anchor Standards-Language** | Grade 6 students | Grade 7 students | Grade 8 students  [IA Core](https://iowacore.gov/iowa-core/subject/literacy)  [Page 68](https://iowacore.gov/iowa-core/subject/literacy)  **LT.4b** |
| **Conventions of Standard English** | | | |
| 1. 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, and 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.\* **(****L.6.1.)** | 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.\* **(****L.7.1.)** | 1. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. 2. Form and use verbs in the active and passive voice. 3. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. 4. Recognize and correct inappropriate shifts in verb voice and mood.\* **(****L.8.1.)** |
| 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | 1. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\* 2. Spell correctly. **(L.6.2.)** | 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. **(L.7.2.)** | 1. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. 2. Use an ellipsis to indicate an omission. 3. Spell correctly. **(L.8.2.)** |
| **Knowledge of Language** | | | |
| 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 sentence patterns for meaning, reader/listener interest, and style.\*  b. Maintain consistency in style and tone.\* **(L.6.3.)** | a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\* **(L.7.3.)** | 1. 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). **(L.8.3.)** |
| **Vocabulary Acquisition and Use** | | | |
| 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. | 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). **(L.6.4.)** | 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). **(L.7.4.)** | 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., *precede, recede, secede*). 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). **(L.8.4.)** |
| 5. 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*). **(L.6.5.)** | 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*). **(L.7.5.)** | 1. Interpret figures of speech (e.g. verbal irony, puns) in context. 2. Use the relationship between particular words to better understand each of the words. 3. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). **(L.8.5.)** |
| 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 considering a word or phrase important to comprehension or expression. | 1. 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. **(L.6.6.)** | 1. 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. **(L.7.6.)** | 1. 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.) **(L.8.6.)** |