

# College and Career Readiness Standards: Language Unpacked

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Wyoming Reading Standards 1 – 9

Wyoming Community College Commission

10/01/13

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Language Standards

*The Language Standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases and their nuances and relationships, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases. Students advancing through the levels are expected to meet each level’s specific standards and retain or further develop skills and understanding mastered in preceding levels.<sup>9</sup>*

## Language Strand

**Key:** The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, L.9-10.1 stands for Language, Grade 9-10, Standard 1.

L: Language

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Language

A	B	C	D	E
CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking				
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (<i>e.g., He hops. We hop.</i>).</p> <p>d. Use personal, possessive, and indefinite pronouns (<i>e.g., I, me, my, they, them, their, anyone, everything.</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (<i>e.g., Yesterday I walked home. Today I walk home. Tomorrow I will walk home.</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring nouns and verbs.</p> <p>h. Use frequently occurring conjunctions (<i>e.g., and, but, or, so, because.</i>).</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (<i>e.g., group.</i>).</p> <p>b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>c. Form and use regular and irregular plural nouns.</p> <p>d. Use reflexive pronouns (<i>e.g., myself, ourselves.</i>).</p> <p>e. Form and use the past tense of frequently occurring irregular verbs (<i>e.g., sat, hid, told.</i>).</p> <p>f. Use abstract nouns (<i>e.g., childhood.</i>).</p> <p>g. Form and use regular and irregular verbs.</p> <p>h. Form and use the simple (<i>e.g., I walked; I walk; I will walk</i>) verb tenses.</p> <p>i. Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why.</i>).</p> <p>c. Form and use the progressive (<i>e.g., I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>d. Use modal auxiliaries (<i>e.g., can, may, must</i>) to convey various conditions.</p> <p>e. Form and use the perfect (<i>e.g., I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>f. Use verb tense to convey various times, sequences, states, and conditions.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns.</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Recognize and correct vague or unclear pronouns.</p> <p>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.</p> <p>f. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>g. Form and use verbs in the active and passive voice.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>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. (L.9-10.1)</p>

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Language – Anchor 1, cont’d

A	B	C	D	E
CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking				
<p>i. Use determiners (<i>e.g., articles, demonstratives</i>).</p> <p>j. use frequently occurring prepositions (<i>e.g., during, beyond, toward</i>).</p> <p>k. Understand and use question words (interrogatives) (<i>e.g., who, what, where, when, why, how</i>).</p> <p>l. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.K.1 and 1.1 merge)<sup>10</sup></p>	<p>j. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>k. Use coordinating and subordinating conjunctions.</p> <p>l. Produce simple, compound, and complex sentences.</p> <p>m. Produce, expand, and rearrange, complete simple and compound sentences (<i>e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). (L.2.1 and 3.1 merge)</p>	<p>g. Recognize and correct inappropriate shifts in verb tense.</p> <p>h. Order adjectives within sentences according to conventional patterns (<i>e.g., a small red bag</i> rather than <i>a red small bag</i>).</p> <p>i. Form and use prepositional phrases. j. Use correlative conjunctions (<i>e.g., either/or, neither/nor</i>).</p> <p>k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>l. Correctly use frequently confused words (<i>e.g., to, too, two; there, their</i>). (L.4.1 and 5.1 merge)</p>	<p>h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>i. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>j. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>k. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>l. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (L.6.1 through 8.1 merge)</p>	

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 1, Section A (GL: K-1, NRS level: ABE Literacy)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Print many upper- and lowercase letters.	Print	many upper and lowercase letters		Remembering	Give a model of each letter of the alphabet. Ask students to correctly write each letter when named.
b. Use frequently occurring nouns and verbs.	Use	frequently occurring nouns and verbs		Applying	Ask students to take pictures of an activity or scene (e.g., cooking, driving). Ask the students to describe what is happening in the picture using nouns and verbs. Then ask students to write their description.
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Form	regular plural nouns	orally by adding /s/ or /es/	Applying	Present a You Tube video about a content familiar to the students (e.g., dogs, cats). Ask questions about the picture (e.g., How many white dogs do you see?). Require the students to respond using the frame, I see ____ (e.g., one, two) ____ (e.g., dog, dogs). Then ask the students to write their response.
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Understand and use	question words		Applying	Present a picture of an activity relevant to the students (e.g., cooking, driving). Model for the students how to create a question about the picture (e.g., Who is in the picture?). Then ask the students to work with a partner to say and write questions about the picture.

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 1, Section A (GL: K-1, NRS level: ABE Literacy), cont'd

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Use	the most frequently occurring prepositions		Applying	Present a You Tube video relevant to the students (e.g., pets, singing). Model for the students how to describe the picture using a noun, verb and preposition (e.g., I see a brown dog under the table). Ask the students to work with a partner to describe the picture using the modeled example and then write their description
f. Produce and expand complete sentences in shared language activities.	Produce and expand	complete sentences	in shared language activities	Applying	Ask the students to act out a current event or recent news report (e.g., UK championship). Ask students questions about the scenario requiring the students to respond in complete sentences.

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 1, Section A (GL: K-1, NRS level: ABE Literacy)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Print all upper- and lowercase letters.	Print	all upper and lowercase		Remembering	Give a model of each letter of the alphabet. Ask students to correctly write each letter when named.
b. Use common, proper, and possessive nouns.	Use	common, proper, and possessive nouns		Applying	Present a picture of an activity relevant to the students (e.g., cooking, driving). Ask the students to describe what is happening in the picture using nouns such as common, proper and possessive. Then ask students to write their description.
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	Use	singular and plural nouns with matching verbs	In basic sentences.	Applying	Present a You Tube video of an activity relevant to the students (e.g., dogs running, cats playing). Ask questions about the picture (e.g., What do you see the dogs doing?). Require the students to respond using the frame, I see _____ (e.g., one dog) _____ (e.g., running). Then ask the students to write their response.
d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	Use	personal, possessive, and indefinite pronouns.		Applying	Take pictures (e.g., using a cell phone or digital camera) of items belonging to the students. Ask the students to describe the objects in the picture using pronouns (e.g., This is my purse. The books belong to them.).

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 1, Section A (GL: K-1, NRS level: ABE Literacy), cont'd

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
e. Use verbs to convey a sense of past, present, and future (e.g., yesterday I walked home; Today I walk home; tomorrow I will walk home).	Use	verbs to convey	A sense of past, present and future	Applying	Present a picture of an activity relevant to the students (e.g., cooking, driving). Model for the students how to describe the picture using past, present, and future sense (e.g., The girl is cooking a meal. Yesterday she cooked a meal. Tomorrow she will cook a meal.). Ask the students to work with a partner to describe the picture using the modeled example and then write their description.
f. Use frequently occurring adjectives.	Use	frequently occurring adjectives		Applying	Present a You Tube video relevant to the students (e.g., pets, singing). Model for the students how to describe an element in the picture (e.g., The big yellow dog is barking). Ask the students to work with a partner to describe the picture using the modeled example and then write their description.
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).	Use	frequently occurring conjunctions		Applying	Give the students a topic relevant to their lives (e.g., education). Model for the students how to describe the topic using a conjunction (e.g., I am getting my GED because...). Ask the students to work with a partner to describe the topic using the modeled example and then write their description.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 1, Section A (GL: K-1, NRS level: ABE Literacy) – cont’d

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
h. Use determiners (e.g., articles, demonstratives).	Use	determiners		Applying	Present a picture of an activity or You Tube video relevant to the students (e.g., pets, cooking). Model for the students how to describe an element in the picture using articles or demonstratives (e.g., The big yellow dog is barking at a horse.). Ask the students to work with a partner to describe the picture using the modeled example and then write their description.
i. Use frequently occurring prepositions (e.g., during, beyond, toward).	Use	frequently occurring propositions		Applying	Give the students a topic relevant to their lives (e.g., family holidays). Model for the students how to describe the topic using a conjunction (e.g., We celebrate Christmas on/before/after...). Ask the students to work with a partner to describe the picture using the modeled example and then write their description. Present a picture of an activity relevant to the students (e.g., cooking, driving). Ask students questions about the picture requiring the students to respond in various types of complete sentences.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 1, Section A (GL: K-1, NRS level: ABE Literacy) – cont’d

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Produce and expand	complete simple and compound declarative, interrogative, imperative, and exclamatory sentences	In response to prompts	Applying	Present a picture of an activity relevant to the students (e.g., cooking, driving). Ask students questions about the picture requiring the students to respond in various types of complete sentences.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 1, Section B (GL: 2-3, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Use collective nouns (e.g., group).	Use	collective nouns		Applying	Generate with students lists of words that name groups of specific people, animals, or things (e.g., class, herd, bunch). Use words from the list to generate sentences (e.g., The class saw a herd of cattle in the fields.) After saying the sentences, ask the students to write their sentences.
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	Form and use	frequently occurring irregular plural nouns		Applying	Generate with the students a list of singular nouns and their plural forms (e.g., foot, feet). Use words from the list to generate sentences (e.g., The child became separated from the other children.). After saying the sentences, ask the students to write their sentences.
c. Use reflexive pronouns (e.g., myself, ourselves).	Use	reflexive pronouns	In basic sentences	Applying	Generate with the students a list of pronouns and their reflexive form (e.g., me, myself). Use words from the list to generate sentences (e.g., I asked myself, "Is that man looking at me?"). After saying the sentences, ask the students to write their sentences.
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	Form and use	the past tense of frequently occurring irregular verbs		Applying	Generate with the students a list of the present tense of verbs and their irregular past forms (e.g., do, did). Use words from the list to generate sentences (e.g., Yesterday I did part of my homework but today I will do all of it.). After saying the sentences, ask the students to write their sentences.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 1, Section B (GL: 2-3, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Use  choose	adjective and adverbs and  between them	depending on what is to be modified	Applying	Generate with the students a list of nouns, adjectives, verbs and adverbs (e.g., Grandpa, funny, talked, loudly). Use words from the list to generate sentences (e.g., My funny grandpa talked loudly when he told a joke.). After saying the sentences, ask the students to write their sentences
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).	Produce, expand, and rearrange	complete, simple and compound sentences		Applying	Generate with the students a list of nouns, adjectives, verbs, adverbs and prepositional phrases (e.g., dog, brown, ran, quickly, down the road). Use words from the list to generate simple sentences (e.g., The brown dog ran.). Then use words from additional lists to expand and rearrange the sentence (e.g., The brown dog ran quickly down the road. Quickly down the road, the brown dog ran.) After saying the sentences, ask the students to write their sentences.

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 1, Section B (GL: 2-3, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L3.1 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.	Explain	the function of nouns, pronouns, verbs, adjectives, and adverbs and their junctions		Applying	Generate with the students lists of nouns, pronouns, verbs, adjectives, and adverbs and review their function in a sentence. With a partner, ask them to use combinations of these words to create sentences and explain the function of each word.
b. Form and use regular and irregular plural nouns.	Forms and use	regular and irregular plural nouns		Applying	Generate with the students a list of regular and irregular plural nouns (e.g., brother-brothers, child-children). Use words from the list to generate sentences (e.g., The child became separated from the other children.). After saying the sentences, ask the students to write their sentences.
c. Use abstract nouns (e.g., <i>childhood</i> ).	Use	abstract nouns		Applying	Generate with the students a list of abstract nouns (e.g., childhood, education). Use words from the list to generate sentences (e.g., I would like to receive more knowledge in my education.). After saying the sentences, ask the students to write their sentences.
d. Form and use regular and irregular verbs.	From and use	regular and irregular verbs		Applying	Generate with the students a list of regular and irregular verbs (e.g., yelled, is-was). Use words from the list to generate sentences (e.g., Yesterday I yelled when I dropped the pan on my foot.). After saying the sentences, ask the students to write their sentences.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 1, Section B (GL: 2-3, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
e. Form and use the simple ( <i>e.g., I walked; I walk; I will walk</i> ) verb tenses.	From and use	simple verb tenses		Applying	Ask the students to search for change over time related to a topic (e.g., telephone). Sort the pictures into past, present, and future. Ask the students to describe the pictures using the correct tense of the verb (e.g., Now I talk on this kind of phone. My grandmother talked on a dial phone. In the future, I will talk on small chip.). After saying the sentences, ask the students to write their sentences.
f. Ensure subject-verb and pronoun-antecedent agreement.*	Ensure	subject-verb and pronoun-antecedent agreement		Applying	Generate with the students a list of nouns, verbs, and pronouns (e.g., dog, ran, he). Use words from the list to generate simple sentences and discussing agreement among the words (e.g., The dog ran down the street and he found a bone.). After saying the sentences, ask the students to write their sentences.
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	From and use  choose	comparative and superlative adjectives and adverbs, and  between them	depending on what is to be modified	Applying	Present two cereal boxes to the students (e.g., Honey Nut Cheerios, Wheaties). Ask the students to discuss the differences between them using adjectives and adverbs. Then ask students to write their conclusions.

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 1, Section B (GL: 2-3, NRS level: ABE Beginning), cont'd

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
h. Use coordinating and subordinating conjunctions.	Use	coordinating and subordinating		Applying	Using a list of conjunctions, provide examples of how these are coordinating and subordinating conjunctions. Ask students to use the conjunctions in both ways to describe themselves. Then students write their descriptions.
i. Produce simple, compound, and complex sentences.	Produce	simple, compound, and complex sentences		Applying	Provide a graphic organizer with three columns, simple, compound and complex. Using a picture taken from the student's cell phone, ask the students to describe the picture in three ways and write the description in each column.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 1, Section C (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).	Use	relative pronouns and relative adverbs		Applying	After a brief interview, the students will give an introduction of their classmates using relative pronouns and relative adverbs (e.g., This is my classmate John Doe who likes to go hunting when the weather is just right.).
b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.	Form and use	regular and progressive verb tenses		Applying	Given a list of verbs, the students will create scenarios for each verb tense and then take pictures of each on their cell phones. (e.g., I am texting. Yesterday, I texted a message to my mother. Tomorrow, I need to text my brother and ask about dinner.) They will then write a description of each picture with the correct verb tense.
c. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.	Use	modal auxiliaries	to convey various conditions	Applying	Students will work together to role play a scenario in which they need to use auxiliaries (e.g., asking a boss for a raise, ordering at a restaurant).
d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i> ).	Order	adjectives	within sentences according to conventional patterns	Applying	After a discussion about ordering of adjectives, the students will take pictures of objects in the room (e.g., a shoe, purse, book bag) and then describe the object with two or more adjectives in a sentence. The students will then write the sentence.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 1, Section C (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
e. Form and use prepositional phrases.	Form and use	prepositional phrases		Applying	Using a list of prepositional phrases, the students will describe a recent event (e.g., family dinner, holiday) using two or more phrases. The students will then write their description.
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	Produce  Recognizing and correcting	complete sentences,  inappropriate fragments and run-ons		Applying	Students will write a paragraph about their favorite movie or TV show. The students will then peer-conference in order to evaluate complete/incomplete sentences.
g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).*	Correctly use	frequently confused words		Applying	After a discussion of frequently confused words and their meanings on a chart, the students will be asked a series of questions in which they will need to use one of the confused words in their answer (e.g., How many feet do you have?). The students respond to the question verbally and then write their response referring to the chart for support.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 1, Section D (GL: 6-8, NRS level: ABE Intermediate High)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Ensure that pronouns are in the proper case ( <i>subjective, objective, possessive</i> ).	Ensure	that pronouns are in the proper case		Applying	Provide students examples from literature that display author’s use of proper pronoun case (e.g., <i>The Chronicles of Narnia</i> - “Come in front with us lions.”) Then ask students to analyze their own writing for proper case.
b. Use intensive pronouns ( <i>e.g., myself, ourselves</i> ).	Use	intensive pronouns		Applying	Provide students cards with sentences that contain missing intensive pronouns (e.g., I gave _____ plenty of time to get to work. myself, me). Students then work with a partner to determine correct pronoun needed to complete the sentence.
c. Recognize and correct inappropriate shifts in pronoun number and person.*	Recognize and correct	inappropriate shifts in pronoun number and person		Applying	Share with students various cards containing sentences with inappropriate shifts in pronouns (e.g., <i>If you eat sensibly and watch your caloric intake, most people should be able to maintain their desired weight.</i> ) and correct sentences (e.g., <i>If you eat sensibly and watch your caloric intake, you should be able to maintain your desired weight.</i> ). Ask students to match incorrect and correct sentences and then explain the rule.
d. Recognize and correct vague pronouns ( <i>i.e., ones with unclear or ambiguous antecedents</i> ).*	Recognize and correct	vague pronouns		Applying	Provide students with examples of sentences with vague pronouns (e.g., <i>When the car hit a tree, it made a terrible noise.</i> ) Ask them to act out each possible interpretation of the sentence. Then with a partner, rewrite the sentence to make it clear.

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 1, Section D (GL: 6-8, NRS level: ABE Intermediate High), cont'd

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
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.*	Recognize  Identify and use	variations from standard English  strategies to improve expression in conventional language	In their own and other's writing and speaking, and	Applying	Given a writer's checklist, students work with a partner to read each other's writing and provide feedback based on the checklist criteria (e.g., consistent verb tense, correct use of pronouns).

### Anchor 1, Section D (GL: 6-8, NRS level: ABE Intermediate High), cont'd

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L7.1 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 function in specific sentences.	Explain	the function  and their function	of phrases and clauses in general  in specific sentences	Applying	Place cards on the board with parts of a sentence (i.e., one card per phrase, clause, etc...). Students read through the sentence and then determine the function of each part of the sentence by writing above each card. The students then move the cards around to determine if the sentence can be formed in different ways and if the functions change.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 1, Section D (GL: 6-8, NRS level: ABE Intermediate High), cont'd

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Choose	among simple, compound, complex and compound-complex sentences	to signal differing relationships among ideas	Applying	Present two ideas that are related to students (i.e., volcano and tsunami). Ask students to work with a partner and write a variety of sentences (i.e., simple, compound, complex, compound-complex) that describe the relationship between the two ideas.
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	Place  Recognizing and correcting	phrases and clauses  misplaced and dangling modifiers	Within a sentence	Applying	Provide students with simple sentences and a variety of phrases and clauses on cards. Students work with a group to determine how to use the cards to create descriptive sentences.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 1, Section D (GL: 6-8, NRS level: ABE Intermediate High)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Leve ls of Thinking	6 Sample Activity
L8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Explain	the function of verbals  and their function	In general  In particular sentences	Applying	Provide students with sentences that contain a variety of verbals. Students work with a group to label each part of the sentence and describe their function.
b. Form and use verbs in the active and passive voice.	Form and use	verbs	In the active and passive voice	Applying	Present students with pictures of an event (i.e., animals playing, family eating) and ask them to describe the picture using the active and passive voice and then discuss how the way an event is described emphasizes different things (i.e., Cats eat fish. Fish are eaten by cats).
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Form and use	verbs	in the indicative, imperative, interrogative, conditional and subjunctive mood	Applying	Using a video from You Tube that presents an event (e.g., cats playing together), ask the students to describe the event using a variety of verb forms (i.e., indicative, imperative, etc.).
d. Recognize and correct inappropriate shifts in verb voice and mood.*	Recognize and correct	inappropriate shifts	In verb voice and mood	Applying	Using a passage containing inappropriate shifts in verb voice and mood, students use highlighters to note all verbs in the passage and then code them as to their tense (i.e., present, past, etc.). Once students determine errors, they correct them by writing the correct verb above the incorrect form.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 1, Section E (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Use parallel structure.*	Use	parallel structure		Applying	After a lesson on parallel structure, students create sentences in which they describe three activities they like to do in one sentence. To check for parallel structure, have the students place the activities in columns to check for alignment.
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.	Use  To convey  add	various types of phrases and clauses  specific meanings and  interest	to writing or presentations	Applying	Students will design and create a brochure about a state park in Wyoming including illustrations, captions, descriptive phrases and marketing slogans.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Language

A	B	C	D	E
<b>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>				
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Capitalize dates and names of people.</p> <p>c. Recognize and name end punctuation.</p> <p>d. Use end punctuation for sentences.</p> <p>e. Use commas in dates and to separate single words in a series.</p> <p>f. Write a letter or letters for most consonant and short vowel sounds (phonemes).</p> <p>g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Capitalize appropriate words in titles.</p> <p>c. Use commas in greetings and closings of letters.</p> <p>d. Use commas in addresses.</p> <p>e. Use commas and quotation marks in dialogue.</p> <p>f. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>g. Form and use possessives.</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use punctuation to separate items in a series.</p> <p>d. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>e. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>f. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>c. Use an ellipsis to indicate an omission.</p> <p>d. Spell correctly. (L.6.2 through 8.2 merge)</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly. (L.9-10.2)</p>

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Language – Anchor 2, cont’d

A	B	C	D	E
<b>CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>				
<p>h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.K.2 and 1.2 merge)</p>	<p>h. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>i. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>j. Use spelling patterns and generalizations (e.g., word families, position based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>k. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2 and 3.2 merge)</p>	<p>g. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>h. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2 and 5.2 merge)</p>		

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 2, Section A (GL: K-1, NRS level: ABE Literacy)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Capitalize dates and names of people.	Capitalize	dates and names of people		Applying	After reading a book about an event in a person’s life and discussing how the writer capitalized the dates and names of people, ask the students to write about an event in their life using correct capitalization.
b. Use end punctuation for sentences.	Use	end punctuation	for sentences	Applying	After reading a book about an activity relevant to the students (e.g., going to school, family life), discuss how the writer used ending punctuation in each sentence. Ask the students to write about a favorite activity, using ending punctuation.
c. Use commas in dates and to separate single words in a series.	Use	commas in dates and to separate single words	in a series	Applying	Present a group of items to the students such as a pencil, eraser, paper, etc... Ask students to describe what they see (e.g., I see a pencil, eraser, and paper.). As the students describe what they see, model how to write the sentence. Ask the students to write a sentence describing a list of what they would buy if they won the lottery.

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 2, Section A (GL: K-1, NRS level: ABE Literacy), cont'd

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
LK.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.	Capitalize	the first word in a sentence and the pronoun I		Remembering	After reading a book about an event in a person's life and discussing how the writer capitalized the first word in each sentence and the pronoun I, ask the students to write about an event in their life using correct capitalization.
b. Recognize and name end punctuation.	Recognize and name	end punctuation		Remembering	After reading a book about an activity relevant to the students (e.g., going to school, family life), discuss how the writer used ending punctuation in each sentence. Ask the students to write about a favorite activity, using ending punctuation.
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	write	a letter or letters for most consonant and short-vowel sounds		Remembering	Using an online video that presents letter sounds, ask the students to write the letter that each sound represents
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Spell  drawing	simple words phonetically,  on knowledge of sound-letter relationships		Remembering	As a part of a writing activity, model for students how to stretch out the sounds in a word to hear the sounds and write the letter(s) that match each sound. Encourage the students to stretch and spell as they write.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 2, Section B (GL: 2-3, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Capitalize holidays, product names, and geographic names.	Capitalize	holidays, product names, and geographic names		Applying	After reading a book(s) or passage about holidays, states, countries, etc...discuss how the writer capitalized the proper nouns. Ask the students to write about a favorite holiday, cereal, and/or place to visit.
b. Use commas in greetings and closings of letters.	Use	commas in greeting and closings	of letters	Applying	After reading examples of letters (e.g., letters from historical figures), discuss how the writer used commas in the greeting and closings. Ask the students to write a letter pretending to be an historical figure.
c. Use an apostrophe to form contractions and frequently occurring possessives.	Use  to form	an apostrophe  contractions and frequently occurring possessives		Applying	After reading a book or passage that contains contractions and possessives, discuss how the writer used apostrophes in the contractions and possessives. Ask the students to write sentences using both types of words.
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	Generalize	learned spelling patterns	when writing words	Applying	As a part of a writing activity, model for students how to stretch out the sounds in a word to hear the sounds and write the letter(s) that match the sound. Encourage the students to stretch and spell as they write.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 2, Section B (GL: 2-3, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Consult  to check and	reference materials,  spellings	including beginning dictionaries,  as needed	Applying	Review with the students alphabetical order and the use of guide words. Then give students a passage with misspelled words. Ask the students to use the reference materials to check the spelling of the words.

## Anchor 2, Section B (GL: 2-3, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Capitalize words in titles.	Capitalize	words	in titles	Applying	Display a variety of books or videos of interest to the student (e.g., books/videos about family, athletes). Ask the students to write about their favorite book or video.
b. Use commas in addresses.	Use	commas	in addresses	Applying	After reading examples of letters (e.g., letters from historical figures), discuss how the writer used commas in addresses. Ask the students to write a letter to someone that is important to them.

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 2, Section B (GL: 2-3, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
c. Use commas and quotation marks in dialogue.	Use	commas and quotation marks	in dialogue	Applying	Display popular magazines (e.g., People, Sports Illustrated) and have the students find quotation marks in dialogue. Ask the students to think about a conversation they had with a family member and write the dialogue using quotation marks.
d. Form and use possessives.	Form and use	possessives		Applying	Ask the students to use their cell phones to take pictures of things that belong to them. Then work with a partner to describe the objects in the pictures and write the sentences (e.g., John's shoes are red and black.).

### Anchor 2, Section C (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Use correct capitalization.	Use	correct capitalization		Applying	Students will write about some of their favorite places in their town to eat, shop, or visit using correct capitalization.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 2, Section C (GL: 3-4, NRS level: ABE Intermediate Low), cont'd

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
b. Use commas and quotation marks to mark direct speech and quotations from a text.	Use  to mark	commas and quotation marks  direct speech and quotations from a text		Applying	Students will interview each other about their favorite song and specific lines in the song. Students will write a paragraph describing the interview.
c. Use a comma before a coordinating conjunction in a compound sentence.	Use	a comma before a coordinating conjunction	in a compound sentence	Applying	The students will be given a series of questions to answer (e.g., What are three animals you like?, What are three things you like about your spouse/friend?). The students will write their answers using commas before conjunctions.
d. Spell grade-appropriate words correctly, consulting references as needed.	Spell  consulting	grade-appropriate words correctly,  references	as needed	Applying	As a part of writing assignments, students will spell words with previously taught spelling patterns and sight words using reference materials.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 2, Section C (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Use punctuation to separate items in a series.*	Use	punctuation	to separate items in a series	Applying	Ask the students to make a list of things they would buy if they won the lottery. The students then write a paragraph describing their list of the top three things they would buy (e.g., If I won the lottery, I would buy __, __, and __.).
b. Use a comma to separate an introductory element from the rest of the sentence.	Use	a comma to separate an introductory element	from the rest of the sentence	Applying	Students will write an introduction about a fellow student using the frame “We have been in class for two weeks, this is my friend _____, who is _____.”.
c. Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).	Use  to set off  to set off  and to indicate	a comma  the words yes and no,  a tag question  direct address	from the rest of the sentence	Applying	Students write a dialogue describing a given scenario (e.g., asking to borrow a car, money, clothes).

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 2, Section C (GL: 3-4, NRS level: ABE Intermediate Low), cont'd

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
d. Use underlining, quotation marks, or italics to indicate titles of works	use	underlining, quotation marks, or italics	to indicate titles of works.	Applying	Given a series of questions (e.g., What is your favorite book? What is your favorite movie? What is your favorite song?), the students will correctly write their answers including titles.

### Anchor 2, Section D (GL: 6-8, NRS level: ABE Intermediate High)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L6.2 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.*	Use	punctuation to set off nonrestrictive/parenthetical elements		Applying	After analyzing how writers use punctuation to set off nonrestrictive/parenthetical elements, students will examine their own writing to determine opportunities to correctly use the convention (e.g., Mr. Smith, who is a well-respected lawyer, has just retired from active practice.).
b. Spell correctly.	Spell	correctly		Applying	Discuss with the students the variety of ways they can spell correctly when writing. Create a Spell Correctly Checklist with the students for reference (e.g., use spell check on the computer, stretch the word into known parts, connect unknown to know word, read writing aloud, use a dictionary, check each word beginning from the end and moving backward).

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 2, Section D (GL: 6-8, NRS level: ABE Intermediate High, cont'd)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L7.2 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).	Use  to separate	a comma  coordinative adjectives		Applying	Begin by providing students with a noun and then ask them to think of two adjectives that describe the noun. Then ask them to create a sentence that utilizes all of the words and place a comma to separate the adjectives.
b. Spell correctly.	Spell	correctly		Applying	Discuss with the students the variety of ways they can spell correctly when writing. Create a Spell Correctly Checklist with the students for reference (e.g., use spell check on the computer, stretch the word into known parts, connect unknown to know word, read writing aloud, use a dictionary, check each word beginning from the end and moving backward).

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 2, Section D (GL: 6-8, NRS level: ABE Intermediate High), cont'd

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L8.2 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	Use	punctuation	to indicate a pause or break	Applying	Provide students with magazines, newspapers, etc.. to find examples of punctuation that indicate a pause or break. Cut out examples and put on a Punctuation Anchor Chart for reference.
b. Use an ellipsis to indicate an omission.	Use	an ellipsis	to indicate an omission	Applying	Study examples of how writers use ellipses to indicate an omission (e.g., George Ella Lyon-When the Relatives Came). Students record examples found and add to the Punctuation Anchor Chart.
c. Spell correctly.	Spell	correctly		Applying	Discuss with the students the variety of ways they can spell correctly when writing. Create a Spell Correctly Checklist with the students for reference (e.g., use spell check on the computer, stretch the word into known parts, connect unknown to know word, read writing aloud, use a dictionary, check each word beginning from the end and moving backward).

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 2, Section E (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related clauses.	Use  to link	a semicolon and perhaps a conjunctive adverb  two or more closely related independent clauses		Applying	Using conjunctive adverbs (i.e., subsequently, conversely, comparatively, equally, in addition, in contrast, furthermore, hence, likewise, etc.) students will write about a historical, sport, or current celebrity.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Language

A	B	C	D	E
<b>CCR Anchor 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.</b>				
<p>Note: This standard does not begin until grade 2 in the Common Core State Standards.</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> <li>b. Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3)</li> </ul>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases to convey ideas precisely.</li> <li>b. Choose punctuation for effect.</li> <li>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).</li> <li>d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.4.3 and 5.3 merge)</li> </ul>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>b. Maintain consistency in style and tone.</li> <li>c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.6.3 and 7.3 merge)</li> </ul>	

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 3, Section A (GL: K-1, NRS level: ABE Literacy)

None stated above in anchor.

## Anchor 3, Section B (GL: 2-3, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
a. Choose words and phrases for effect.*	Choose	words and phrases for effect		Applying	Present a You Tube (e.g., swimming on a beach, baseball game) video. Ask students to describe the event using specific details and then write their description.
b. Recognize and observe differences between the conventions of spoken and written standard English.	Recognize and observe	differences between the conventions of spoken and written standard English		Applying	Based on scenarios relevant to the students (e.g., talking to a parent, writing a letter to a parent), discuss with the students how the communication would be similar and different. Ask students to role play the spoken scenario and then write an example of the written scenario.

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 3, Section C (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
a. Choose words and phrases to convey ideas precisely.*	Choose to convey	words and phrases  ideas precisely		Applying	Present a You Tube video (e.g., swimming on a beach, baseball game). Ask students to describe the event using specific details and then write their description.
b. Choose punctuation for effect.*	Choose	punctuation for effect		Applying	Present the students with a You Tube video of a disaster (e.g., forest fire, tornado) and ask them to write about what they see and questions they might have for the survivors.
c. Differentiate between contexts that call for formal English (e.g., <i>presenting ideas</i> ) and situations where informal discourse is appropriate (e.g., <i>small-group discussion</i> ).	Differentiate that call for	between contexts  formal English and situations where informal discourse is appropriate		Applying	Given scenarios relevant to the students (e.g., talking to a parent, ordering at a restaurant, applying for a job), discuss with the students how the communication would be similar and different. Ask students to role play scenario with an appropriate form of English.

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 3, Section C (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L5.3 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.	Expand, combine, and reduce	sentences	for meaning, reader/listener interest, and style	Applying	After writing a paragraph, students give peer feedback to each other concerning the content of sentences. Students will make revisions to their writing based on the feedback.
b. Compare and contrast the varieties of English ( <i>e.g., dialects, registers</i> ) used in stories, dramas, or poems.	Compare and contrast	the varieties of English	used in stories, dramas, or poems	Applying	Using You Tube videos displaying various people presenting stories, poems, and drama, students will use a graphic organizer to compare and contrast the varieties of English ( <i>e.g., dialects</i> ) used.

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 3, Section D (GL: 6-8, NRS level: ABE Intermediate High)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
a. Vary sentence patterns for meaning, reader/listener interest, and style.*	Vary	sentence patterns for meaning, reader/listener interest, and style		Applying	Provide students with a list of various sentence patterns (e.g., simple, compound, complex). Students examine their own writing to determine the types of sentence patterns they use and revise sentences if needed to increase reader's interest.
b. Maintain consistency in style and tone.*	Maintain	consistency in style and tone		Applying	After examining excerpts from authors with evident style and strong sense of tone, students create a list of Look Fors in their own writing (e.g., formal or informal tone matches task, vary sentence length and structure).
1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L7.3 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.*	Choose  recognizing and eliminating	language that expresses ideas precisely  wordiness and redundancy		Applying	Analyze examples of writers who use precise and concise language to describe people, events, etc... Guide students to analyze their own writing to determine opportunities to revise their descriptions.

### Anchor 3, Section E (GL: 9-12, NRS level: ASE)

None stated above in anchor.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Language

A	B	C	D	E
<b>CCR Anchor 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.</b>				
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>). (L.1.4)</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>autograph</i>, <i>photograph</i>, <i>photosynthesis</i>).</p> <p>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. (L.4.4 and 5.4 merge)</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>c. Consult reference materials (e.g., <i>dictionaries</i>, <i>glossaries</i>, <i>thesauruses</i>), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Cont’d</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., <i>dictionaries</i>, <i>glossaries</i>, <i>thesauruses</i>), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage. Cont’d</p>

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

Language

## Anchor 4 – cont'd

A	B	C	D	E
<b>CCR Anchor 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.</b>				
			d. Verify the preliminary determination of the meaning of a word or phrase ( <i>e.g., by checking the inferred meaning in context or in a dictionary</i> ). (L.6.4)	d. Verify the preliminary determination of the meaning of a word or phrase ( <i>e.g., by checking the inferred meaning in context or in a dictionary</i> ). (L.11-12.4)

## Anchor 4, Section A (GL: K-1, NRS level: ABE Literacy)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L1.4 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 phrase.	Use	sentence-level context as a clue	to the meaning of a word or phrase	Understanding	After a read aloud containing unknown words, write a sentence on the board containing one of the unknown words. Discuss with the students how to determine the meaning of the unknown word using the context of the sentence. Write another sentence from the text and ask the students to discuss with a partner the meaning of the unknown words based on the context.

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 4, Section A (GL: K-1, NRS level: ABE Literacy)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
b. Use frequently occurring affixes as a clue to the meaning of a word.	Use	frequently occurring affixes	as a clue to the meaning of a word	Understanding	After reading a text that contains words with affixes, discuss the meanings of the words and ask the students to explain the meaning by using them in context.
c. Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).	Identify	frequently occurring root words and inter inflectional forms		Understanding	After reading a text that contains words with various inflectional forms, ask the students to identify these words in the text and their meanings.

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 4, Section B (GL: 2-3, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L2.4 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	Use	sentence-level context	as a clue to the meaning of a word or phrase	Understanding	After a read aloud containing unknown words, write a sentence on the board containing one of the unknown words. Discuss with the students how to determine the meaning of the unknown word using the context of the sentence. Write another sentence from the text and ask the students to discuss with a partner the meaning of the unknown words based on the context.
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).	Determine	the meaning of the new word formed	when a known prefix is added to a known word	Understanding	Present a list of prefixes and their meanings. Provide students with the prefixes on cards and various root words. Students add various prefixes to each root word to determine if it creates a word and if a real word, explain its meaning.
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional, looked, looking).	Use	a known root word	as a clue to the meaning of an unknown word with the same root	Understanding	Present cards with root words and suffixes. Students choose one root word and try to create other forms of the word by adding a suffix. Students discuss the meaning of each word and write a sentence.

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 4, Section B (GL: 2-3, NRS level: ABE Beginning), cont'd

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
d. Use knowledge of the meaning of individual words to predict the meaning of compound words ( <i>e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> ).	Use  to predict	knowledge of the meaning of individual words  the meaning of compound words.		Understanding	Present a list of various nouns that will create compound words. Students choose two words, discuss the meaning of each and then the meaning of the words together if it creates a real compound word.
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Use  to determine or clarify	glossaries and beginning dictionaries  the meaning	both print and digital  of words and phrases	Understanding	Given a sentence containing an unknown word, students use knowledge of alphabetical order to find the word in a glossary or dictionary. The students then read the definition(s) and refer back to the context of the word in the sentence to determine the correct meaning.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 4, Section C (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.					
a. Use context ( <i>e.g., definitions, examples, or restatements in text</i> ) as a clue to the meaning of a word or phrase.	Use	context as a clue to the meaning	of a word or phrase	Understanding	After a reading a passage containing unknown words, write a sentence on the board containing one of the unknown words. Discuss with the students how to determine the meaning of the unknown word using the context of the sentence. Write another sentence from the text and ask the students to discuss with a partner the meaning of the unknown words based on the context.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word ( <i>e.g., telegraph, photograph, autograph</i> ).	Use	common, grade-appropriate Greek and Latin affixes and roots	as clues to the meaning of the words	Understanding	Present a list of Greek and Latin affixes and their meanings. Create a vocabulary tree with one affix written on the trunk. Each student adds a branch with a word containing the affix.

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 4, Section C (GL: 3-4, NRS level: ABE Intermediate Low), cont'd

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
c. Consult reference materials ( <i>e.g., dictionaries, glossaries, thesauruses</i> ), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Consult  to find  and determine or clarify	reference materials  the pronunciation  the precise meaning of key words and phrases	both print and digital	Understanding	Given a sentence containing an unknown word, students use knowledge of alphabetical order to find the word in a glossary or dictionary. The students then read the definition(s) and refer back to the context of the word in the sentence to determine the correct meaning.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 4, Section C (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array 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.	Use	context as a clue to the meaning	of a word or phrase	Understanding	After a reading a passage containing unknown words, write a sentence on the board containing one of the unknown words. Discuss with the students how to determine the meaning of the unknown word using the context of the sentence. Write another sentence from the text and ask the students to discuss with a partner the meaning of the unknown words based on the context.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	Use	common, grade-appropriate Greek and Latin affixes and roots	as clues to the meaning of the words.	Understanding	Present a list of Greek and Latin affixes and their meanings. Create a vocabulary tree with one affix written on the trunk. Each student adds a branch with a word containing the affix.

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 4, Section C (GL: 3-4, NRS level: ABE Intermediate Low), cont'd

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
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.	Consult  to find  and determine or clarify	reference materials  the pronunciation  the precise meaning of key words and phrases	both print and digital	Understanding	Given a sentence containing an unknown word, students use their knowledge of alphabetical order to find the word in a glossary or dictionary. The students then read the definition(s) and refer back to the context of the word in the sentence to determine the correct meaning.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 4, Section D (GL: 6-8, NRS level: ABE Intermediate High)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L6.4 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.	Use	context	as a clue to the meaning of a word or phrase	Understanding	Provide students with examples of the five most common types of context clue structures (e.g., definitions, examples, restatements, cause/effect relationships, comparisons). Students apply these strategies to determine the meaning of unknown words in a paragraph.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Use	common, grade-appropriate Greek or Latin affixes and roots	as clues to the meaning of a word	Understanding	Present students with cards containing various Greek and Latin affixes and roots. Students will use these cards to create words to complete a sentence with a missing word (e.g., On hot summer days, my neighbors open the fire _____ to make a sprinkler in the street. hydrant).

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 4, Section D (GL: 6-8, NRS level: ABE Intermediate High), cont'd

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L6.4 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.					
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.	Consult  to find  or determine or clarify	reference materials,  the pronunciation  its precise meaning or its part of speech	both print and digital  of a word	Understanding	Given a text and a series of questions concerning the vocabulary, students will use reference materials to answer the questions (e.g., What part of speech is ____ in this sentence?, What is the meaning of ____ in this sentence?).
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).	Verify	the preliminary determination	of the meaning of a word or phrase	Understanding	Present students with advertisements from magazines (e.g., Going Green!). Discuss with the students their initial understanding based on the context and then verify with others and/or using the dictionary.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 4, Section E (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L11-12.4 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 or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Use	context	as a clue to the meaning of a word or phrase	Applying	Provide students with examples of the five most common types of context clue structures (e.g., definitions, examples, restatements, cause/effect relationships, comparisons). Students apply these strategies to determine the meaning of unknown words in a paragraph.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	identify and correctly use	patterns or word changes	that indicate different meanings or parts of speech	Understanding	Students will make a three column chart with Noun, Verb, and Adjective on the top. After generating a list of word patterns, students will place the words in the correct column.

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 4, Section E (GL: 9-12, NRS level: ASE), cont'd

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L11-12.4 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.					
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.	Consult  to find  or determine or clarify	general and specialized reference materials,  the pronunciation its precise meaning,  it's part of speech, its etymology, or its standard usage	both print and digital  of a word	Understanding	Given a list of unknown words, students will be divided into teams of three. One student will consult a glossary to find the pronunciation of the word , another student will consult a thesaurus for a synonym of the word and the third student will use a dictionary to determine the meaning, parts of speech or 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).	Verify	the preliminary determination	of the meaning of a word or phrase	Understanding	Given a list of vocabulary words from a text, students will use context clues to guess the meaning of the word and then go to the dictionary or glossary to verify the meaning of the word.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Language

A	B	C	D	E
<b>CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>				
<p>With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (<i>e.g., colors, clothing</i>) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (<i>e.g., a duck is a bird that swims; a tiger is a large cat with stripes</i>).</p> <p>c. Identify real-life connections between words and their use (<i>e.g., note places at home that are cozy</i>).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (<i>e.g., look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (<i>e.g., large, gigantic</i>) by defining or choosing them or by acting out the meanings. (L.1.5)</p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (<i>e.g., take steps</i>).</p> <p>b. Identify real-life connections between words and their use (<i>e.g., describe people who are friendly or helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (<i>e.g., knew, believed, suspected, heard, wondered</i>). (L.3.5)</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (<i>e.g., synonyms, antonyms, homographs</i>) to better understand each of the words. (L.5.5)</p>		

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 5, Section A (GL: K-1, NRS level: ABE Literacy)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L1.5. 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	Sort  to gain a sense	words  of the concepts the categories represent	into categories	Understanding	Present a short poem/story to the students focusing on a context that is relevant to their life (e.g., holiday, family). Present two categories in which words from the poem/story can be sorted (e.g., words that name people, words that name places). Ask the students to find words in the poem/story that belong in each category.
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).	Define	words	by category and by one or more key attributes	Understanding	Present a short poem/story to the students focusing on a context that is relevant to their life (e.g., holiday, family). After reading the poem/story and discussing its meaning, ask the students to choose two words (i.e., verbs, adjectives) from the poem and explain their meaning by relating them to their opposites.
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	identify	real-life connections	between words and their use	Understanding	Present a short poem/story to the students focusing on a context that is relevant to their life (e.g., holiday, family). After reading the poem/story and discussing its meaning, ask the students to choose two words in the poem/story and describe how these words relate to their life (e.g., garden-I grow a garden each summer.).

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 5, Section A (GL: K-1, NRS level: ABE Literacy), cont'd

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.					
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	identify	real-life connections	between words and their use	Understanding	Present a short poem/story to the students focusing on a context that is relevant to their life (e.g., holiday, family). After reading the poem/story and discussing its meaning, ask the students to choose two words in the poem/story and describe how these words relate to their life (e.g., garden-I grow a garden each summer.).
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.	Distinguish  by defining or choosing  or by acting out	shades of meaning  them  the meanings	among verbs differing in manner and adjectives differing in intensity	Understanding	Give the students a series of words with similar meanings (e.g., walk, march, strut, prance). Discuss with the students the meaning of each by presenting the word in the context of a sentence. Ask students to act out the meaning of each word.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 5, Section B (GL: 2-3, NRS level: ABE Beginning)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L3.5. Demonstrate understanding of word relationships and nuances in word meanings.					
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Distinguish	the literal and nonliteral meanings of words and phrases	in context	Understanding	Present sentences with literal and nonliteral meanings. Choose words or phrases with a nonliteral meaning (e.g., building on fire, lungs on fire). Ask the students to sketch or act out the literal meaning of the words or phrases and then the nonliteral meaning.
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	Identify	real-life connections	between words and their use.	Understanding	Choose a word from a passage read in class and ask the students to explain how that word relates to their life (e.g., Describe how you are helpful to others.).
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	Distinguish	shades of meaning among related words	that describe status of mind or degrees of uncertainty	Understanding	Give the students a series of words that describe states of mind or degrees of certainty (e.g., doubtful, suspicious, uncertain). Discuss with the students the meaning of each by presenting the word in the context of a sentence. Ask students to find pictures on the internet portraying each meaning.

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 5, Section C (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L5.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.					
a. Interpret figurative language, including similes and metaphors, in context.	Interpret	figurative language, including similes and metaphors	in context.	Understanding	Students find song lyrics on the Internet that illustrate the use of similes and metaphors and explain their meanings
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Recognize and explain	the meaning of common idioms, adages, and proverbs.		Understanding	Students discuss common Wyoming sayings (e.g., knee high to a grasshopper, hold your horses). Then given a list of other sayings, students will work with a partner to determine the meaning.
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Use	the relationship between particular words	to better understand each of the words.	Understanding	Divide the students in teams. Give Team 1 a word, and ask the other team to think of a synonym, antonym or homograph of the word within 1 minute.

### Anchor 5, Section D (GL: 6-8, NRS level: ABE Intermediate High)

None stated in Anchor

### Anchor 5, Section E (GL: 9-12, NRS level: ASE)

None stated in Anchor

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Language

A	B	C	D	E
<b>CCR Anchor 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 a word or phrase important to comprehension or expression.</b>				
<p>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>because</i>). (L.1.6)</p>	<p>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., <i>When other people are happy that makes me happy</i>). (L.2.6)</p> <p>Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). (L.3.6)</p>	<p>Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that:</p> <ul style="list-style-type: none"> <li>• signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>).</li> <li>• are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</li> <li>• signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). (L.4.6 and 5.6 merge).</li> </ul>	<p>Acquire and use accurately level-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)</p>	<p>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. (L.11-12.6)</p>

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 6, Section A (GL: K-1, NRS level: ABE Literacy)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L1.6 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>because</i> )	Use          including using	words and phrases       frequently occurring conjunctions to signal simple relationships	acquired through conversations, reading and being read to, and responding to texts	Applying	In the context of the other ELA standards, encourage and support the transfer and application of the learned vocabulary into the students' daily speaking and writing.

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 6, Section B (GL: 2-3, NRS level: ABE Literacy)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>L2.6 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).</p>	<p>Use  Including using</p>	<p>words and phrases  adjectives and adverbs to describe</p>	<p>acquired through conversations, reading and being read to, and responding to texts</p>	<p>Applying</p>	<p>In the context of the other ELA standards, encourage and support the transfer and application of the learned vocabulary into the students' daily speaking and writing.</p>
<p>L3.6 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., <i>After dinner that night we went looking for them</i>).</p>	<p>Use  including using</p>	<p>words and phrases  adjectives and adverbs to describe</p>	<p>acquired through conversations, reading and being read to, and responding to texts</p>	<p>Applying</p>	<p>In the context of the other ELA standards, encourage and support the transfer and application of the learned vocabulary into the students' daily speaking and writing.</p>

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 6, Section C (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>L4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>Acquire and use accurately</p>	<p>general academic and domain-specific words and phrases,</p>	<p>including those that signal precise actions emotions, or states of being and that are basic to a particular topic</p>	<p>Applying</p>	<p>In the context of the other ELA standards, encourage and support the transfer and application of the learned vocabulary into the students' daily speaking and writing.</p>

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 6, Section C (GL: 3-4, NRS level: ABE Intermediate Low)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships ( <i>e.g., however, although, nevertheless, similarly, moreover, in addition</i> ).	Acquire and use accurately	general academic and domain-specific words, and phrases	including those that signal contrast, addition, and other logical relationship	Applying	In the context of the other ELA standards, encourage and support the transfer and application of the learned vocabulary into the students' daily speaking and writing.

# COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

## Anchor 6, Section D (GL: 6-8, NRS level: ABE Intermediate High)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
<p>L8.6 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.</p>	<p>Acquire and use accurately</p> <p>gather</p> <p>when considering</p>	<p>grade-appropriate general academic and domain-specific words and phrase;</p> <p>vocabulary knowledge</p> <p>a word or phrase</p>	<p>important to comprehension or expression</p>	<p>Applying</p>	<p>In the context of the other ELA standards, encourage and support the transfer and application of the learned vocabulary into the students' daily speaking and writing.</p>

## COLLEGE AND CAREER READINESS STANDARDS FOR LANGUAGE

### Anchor 6, Section E (GL: 9-12, NRS level: ASE)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
L11-12.6 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.	Acquire and use accurately       gather    when considering	grade-appropriate general academic and domain-specific words and phrase;    vocabulary knowledge    a word or phrase	          important to comprehension or expression	Applying	In the context of the other ELA standards, encourage and support the transfer and application of the learned vocabulary into the students' daily speaking and writing.