College and Career Readiness Standards: Language Unpacked

Wyoming Reading Standards 1 – 9

Wyoming Community College Commission 10/01/13

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. ⁹

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

Language

А	В	С	D	Е
CCR Anchor 1: Demonstrate con	mmand of the conventions of star	ndard English grammar and usag	e when writing or speaking	
Demonstrate command of the	Demonstrate command of the	Demonstrate command of the	Demonstrate command of the	Demonstrate command of the
conventions of standard	conventions of standard	conventions of standard	conventions of standard	conventions of standard
English grammar and usage	English grammar and usage	English grammar and usage	English grammar and usage	English grammar and usage
when writing or speaking.	when writing or speaking.	when writing or speaking.	when writing or speaking.	when writing or speaking.
a. Print all upper- and	a. Use collective nouns (e.g.,	a. Explain the function of	a. Ensure that pronouns are	a. Use parallel structure.
lowercase letters.	group).	conjunctions, prepositions,	in the proper case	b. Use various types of
b. Use common, proper, and	b. Explain the function of	and interjections in general	(subjective, objective,	phrases (noun, verb,
possessive nouns.	nouns, pronouns, verbs,	and their function in	possessive).	adjectival, adverbial,
c. Use singular and plural	adjectives, and adverbs in	particular sentences.	b. Use intensive pronouns.	participial, prepositional,
nouns with matching verbs	general and their functions	b. Use relative pronouns	c. Recognize and correct	absolute) and clauses
in basic sentences (e.g., He	in particular sentences.	(who, whose, whom, which,	inappropriate shifts in	(independent, dependent;
hops. We hop).	c. Form and use regular and	that) and relative adverbs	pronoun number and	noun, relative, adverbial) to
d. Use personal, possessive,	irregular plural nouns.	(where, when, why).	person.	convey specific meanings
and indefinite pronouns	d. Use reflexive pronouns	c. Form and use the	d. Recognize and correct	and add variety and interest
(e.g I, me, my, they, them,	(e.g., myself, ourselves).	progressive (e.g., I was	vague or unclear pronouns.	to writing or presentations.
their, anyone, everything).	e. Form and use the past	walking; I am walking; I will be	e. Recognize variations from	(L.9-10.1)
e. Use verbs to convey a	tense of frequently	walking) verb tenses.	standard English in their	
sense of past, present, and	occurring irregular verbs	d. Use modal auxiliaries (e.g.,	own and others' writing	
future (e.g., Yesterday I	(e.g., sat, hid, told).	can, may, must) to convey	and speaking, and identify	
walked home. Today I walk	f. Use abstract nouns (e.g.,	various conditions.	and use strategies to	
home. Tomorrow I will	childhood).	e. Form and use the perfect	improve expression in	
walk home).	g. Form and use regular and	(e.g., I had walked; I have	conventional language.	
f. Use frequently occurring	irregular verbs.	walked; I will have walked)	f. Explain the function of	
adjectives.	h. Form and use the simple	verb tenses.	verbals (gerunds,	
g. Use frequently occurring	(e.g., I walked; I walk; I will	f. Use verb tense to convey	participles, infinitives) in	
nouns and verbs.	walk) verb tenses.	various times, sequences,	general and their function	
h. Use frequently occurring	i. Ensure subject-verb and	states, and conditions.	in particular sentences.	
conjunctions (e.g., and, but,	pronoun-antecedent		g. Form and use verbs in the	
or, so, because).	agreement.		active and passive voice.	

Language – Anchor 1, cont'd

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

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

1 Standards	2 Skills Included	3 Concepts	4 Through a Particular	5 Cognitive	6 Sample Activity
Standards	in Standard	Included in Standard	Context	Demand/Levels of Thinking	Cample 7 cantly
LK.1 Demonstrate com	mand of the co	nventions of stan	dard English gramm	ar and usage whe	n writing or speaking.
a. Print many upper-	Print	many upper		Remembering	Give a model of each letter of the alphabet. Ask
and lowercase		and			students to correctly write each letter when named.
letters.		lowercase			
		letters			
b. Use frequently	Use	frequently		Applying	Ask students to take pictures of an activity or scene
occurring nouns and		occurring			(e.g., cooking, driving). Ask the students to describe
verbs.		nouns and			what is happening in the picture using nouns and
		verbs			verbs. Then ask students to write their description.
c. Form regular plural	Form	regular plural	orally by adding	Applying	Present a You Tube video about a content familiar to
nouns orally by		nouns	/s/ or /es/		the students (e.g., dogs, cats). Ask questions about
adding /s/ or /es/					the picture (e.g., How many white dogs do you see?).
(e.g., dog, dogs; wish,					Require the students to respond using the frame, I
wishes).					see(e.g., one, two) (e.g., dog, dogs).
					Then ask the students to write their response.
d. Understand and	Understand	question		Applying	Present a picture of an activity relevant to the
use question words	and use	words			students (e.g., cooking, driving). Model for the
(interrogatives) (e.g.,					students how to create a question about the picture
who, what, where,					(e.g., Who is in the picture?). Then ask the students
when, why, how).					to work with a partner to say and write questions
					about the picture.

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

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

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 com	mand of the co	nventions of standa	ird English gramma	r 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.).

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 com	mand of the cor	nventions of standa	rd English gramma	r 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., and, but, or, so, because).	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.

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 com	nmand of the co	nventions of standa	ird English gramma	ır and usage whei	n 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.

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

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

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					
	2.1 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.					

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

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 com			rd English gramma		
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., childhood).	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.

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/Levels	6 Sample Activity
				of Thinking	
L3.1 Demonstrate com	mand of the cor	nventions of standa	ard English gramma	r and usage wher	writing or speaking.
e. Form and use the	From and	simple verb		Applying	Ask the students to search for change over time
simple (e.g., I walked;	use	tenses			related to a topic (e.g., telephone). Sort the pictures
I walk; I will walk)					into past, present, and future. Ask the students to
verb tenses.					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-	Ensure	subject-verb		Applying	Generate with the students a list of nouns, verbs, and
verb and pronoun-		and pronoun-			pronouns (e.g., dog, ran, he). Use words from the list
antecedent		antecedent			to generate simple sentences and discussing
agreement.*		agreement			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	From and	comparative		Applying	Present two cereal boxes to the students (e.g., Honey
comparative and	use	and superlative			Nut Cheerios, Wheaties). Ask the students to discuss
superlative adjectives		adjectives and			the differences between them using adjectives and
and adverbs, and		adverbs, and			adverbs. Then ask students to write their conclusions.
choose between					
them depending on	choose	between them	depending on		
what is to be			what is to be		
modified.			modified		

1 Standards	2 Skills Included	3 Concepts Included	4 Through a	5 Cognitive	6 Sample Activity
Standards	in Standard	in Standard	Through a Particular Context	Demand/Levels	Sample Activity
				of Thinking	
L3.1 Demonstrate com	mand of the cor	nventions of standar	rd English gramma	r 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.

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 com	mand of the co	nventions of standa	rd English gramma	r and usage when	writing or speaking.
a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	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 was walking; I am walking; I will be walking) 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., can, may, must) 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., a small red bag rather than a red small bag).	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.

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	6 Sample Activity		
L4.1 Demonstrate com							
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 runons.*	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., to, too, two; there, their).*	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.		

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 com	mand of the cor	nventions of standar	rd English gramma	r and usage when	
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	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., The Chronicles of Narnia- "Come in front with us lions.") Then ask students to analyze their own writing for proper case.
b. Use intensive pronouns (e.g., myself, ourselves).	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., If you eat sensibly and watch your caloric intake, most people should be able to maintain their desired weight.) and correct sentences (e.g., If you eat sensibly and watch your caloric intake, you should be able to maintain your desired weight.). Ask students to match incorrect and correct sentences and then explain the rule.
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	Recognize and correct	vague pronouns		Applying	Provide students with examples of sentences with vague pronouns (e.g., When the car hit a tree, it made a terrible noise.) Ask them to act out each possible interpretation of the sentence. Then with a partner, rewrite the sentence to make it clear.

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

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

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

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

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

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

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	6 Sample Activity
				ls of Thinking	
L8.1 Demonstrate com	mand of the co	nventions of standa	rd English gramma	r and usage wh	en 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.

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 c	9-10.1 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,	Use	various types of phrases and clauses		Applying	Students will design and create a brochure about a state park in Wyoming including illustrations, captions, descriptive phrases and marketing slogans.			
prepositional, absolute) and clauses (independent,	To convey	specific meanings and						
dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	add	interest	to writing or presentations					

Language

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

Language – Anchor 2, cont'd

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

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

1	2	3	4	5	6
Standards	Skills Included	Concepts Included	Through a	Cognitive	Sample Activity
	in Standard	in Standard	Particular Context	Demand/Levels	
				of Thinking	
L1.2 Demonstrate com	mand of the cor	nventions of standar	rd English capitaliz	ation, punctuation	n, and spelling when writing.
a. Capitalize dates	Capitalize	dates and names		Applying	After reading a book about an event in a person's life
and names of people.		of people			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	Use	end punctuation	for sentences	Applying	After reading a book about an activity relevant to the
punctuation for		·			students (e.g., going to school, family life), discuss
sentences.					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	Use	commas in dates	in a series	Applying	Present a group of items to the students such as a
dates and to separate		and to separate			pencil, eraser, paper, etc Ask students to describe
single words in a		single words			what they see (e.g., I see a pencil, eraser, and paper.).
series.					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.

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	6 Sample Activity
LK 2 Demonstrate com	mand of the co	nventions of standa	 rd English canitaliz	of Thinking	l n, and spelling when writing.
a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	Capitalize	the first word in a sentence and the pronoun I	Linghish cupitaliz	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	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.

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 com	ı mand of the coı	บ กางentions of standa	⊥ ard English capitaliz		n, and spelling when writing.
a. Capitalize holidays, product names, and geographic names.	Capitalize	holidays, product names, and geographic names	G I	Applying	After reading a book(s) or passage about holidays, states, countries, etcdiscuss 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.

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

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

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

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 com	mand of the cor	nventions of standa	ard English capitaliza	ation, punctuatior	n, 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	2	3	4	5	6
Standards	Skills Included	Concepts Included	Through a	Cognitive	Sample Activity
	in Standard	in Standard	Particular Context	Demand/Levels	
				of Thinking	
L4.2 Demonstrate com	mand of the cor	nventions of standa	ard English capitaliza	ation, punctuatior	n, and spelling when writing.
a. Use correct	Use	correct		Applying	Students will write about some of their favorite
capitalization.		capitalization			places in their town to eat, shop, or visit using correct
					capitalization.

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

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

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

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

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

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

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

1 Standards	2 Skills	3 Concepts Included	4 Through a	5 Cognitive	6 Sample Activity
	Included in	in Standard	Particular Context	Demand/Levels	
	Standard			of Thinking	
L6.2 Demonstrate comm	and of the co	nventions of standa	ard English capitaliz	ation, punctuation	on, and spelling when writing.
a. Use punctuation	Use	punctuation to		Applying	After analyzing how writers use punctuation to set off
(commas, parentheses,		set off			nonrestrictive/parenthetical elements, students will
dashes) to set off		nonrestrictive/			examine their own writing to determine opportunities
nonrestrictive/		parenthetical			to correctly use the convention (e.g., Mr. Smith, who
parenthetical		elements			is a well-respected lawyer, has just retired from active
elements.*					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).

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	6 Sample Activity
L7.2 Demonstrate com	l mand of the cor	l nventions of standa	l ard English capitaliza	of Thinking ation, punctuation	l n, 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).

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

1	2	3	4	5	6				
Standards	Skills Included in Standard	Concepts Included in Standard	Through a Particular Context	Cognitive Demand/Levels of Thinking	Sample Activity				
L8.2 Demonstrate com	8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.								
a. Use punctuation	Use	punctuation	to indicate a	Applying	Provide students with magazines,				
(comma, ellipsis,			pause or break		newspapers, etc to find examples of				
dash) to indicate a					punctuation that indicate a pause or break.				
pause or break					Cut out examples and put on a Punctuation				
					Anchor Chart for reference.				
b. Use an ellipsis to	Use	an ellipsis	to indicate an	Applying	Study examples of how writers use ellipses to				
indicate an omission.			omission		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).				

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

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

Language

А	В	С	D	E					
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.									
Note: This standard does not	Use knowledge of language	Use knowledge of language	Use knowledge of language						
begin until grade 2 in the	and its conventions when	and its conventions when	and its conventions when						
Common Core State	writing, speaking, reading, or	writing, speaking, reading, or	writing, speaking, reading, or						
Standards.	listening.	listening.	listening.						
	a. Choose words and phrases	a. Choose words and phrases	a. Vary sentence patterns for						
	for effect.	to convey ideas precisely.	meaning, reader/listener						
	b. Recognize and observe	b. Choose punctuation for	interest, and style.						
	differences between the	effect.	b. Maintain consistency in						
	conventions of spoken and	c. Differentiate between	style and tone.						
	written standard English.	contexts that call for formal	c. Choose language that						
	(L.3.3)	English (e.g., presenting	expresses ideas precisely						
		ideas) and situations where	and concisely, recognizing						
		informal discourse is	and eliminating wordiness						
		appropriate (e.g., small	and redundancy. (L.6.3 and						
		group discussion).	7.3 merge)						
		d. Expand, combine, and							
		reduce sentences for							
		meaning, reader/listener							
		interest, and style.							
		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)							

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

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

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

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

1	2	3	4	5	6
Standards	Skills Included in Standard	Concepts Included in Standard	Through a	Cognitive	Sample Activity
	in Standard	in Standard	Particular Context	Demand/Levels of Thinking	
L5.3 Use knowledge of	l Janguage and it	s conventions whe	ı n writing, speaking,		ing.
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 (e.g., dialects, registers) 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 (e.g., dialects) used.

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

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

None stated above in anchor.

Language

А	В	С	D	Е						
CCR Anchor 4: Determine or cl	larify the meaning of unknown	and multiple-meaning words an	d phrases by using context clues	, analyzing meaningful word						
parts, and consulting general a	parts, and consulting general and specialized reference materials, as appropriate.									
Determine or clarify the	Determine or clarify the	Determine or clarify the	Determine or clarify the	Determine or clarify the						
meaning of unknown and	meaning of unknown and	meaning of unknown and	meaning of unknown and	meaning of unknown and						
multiple-meaning words and	multiple-meaning words and	multiple-meaning words and	multiple-meaning words and	multiple-meaning words and						
phrases, choosing flexibly	phrases, choosing flexibly	phrases, choosing flexibly	phrases, choosing flexibly	phrases, choosing flexibly						
from an array of strategies.	from an array of strategies.	from a range of strategies.	from a range of strategies.	from a range of strategies.						
a. Use sentence-level context	a. Use sentence-level context	a. Use context (e.g.,	a. Use context (e.g., the	a. Use context (e.g., the						
as a clue to the meaning of a	as a clue to the meaning of	definitions, examples,	overall meaning of a	overall meaning of a						
word or phrase.	a word or phrase.	restatements, cause/effect	sentence or paragraph; a	sentence, paragraph, or text;						
b. Use frequently occurring	b. Determine the meaning	relationships and	word's position or function	a word's position or						
affixes as a clue to the	of the new word formed	comparisons in text) as a	in a sentence) as a clue to	function in a sentence) as a						
meaning of a word.	when a known prefix is	clue to the meaning of a	the meaning of a word or	clue to the meaning of a						
c. Identify frequently	added to a known word	word or phrase.	phrase.	word or phrase.						
occurring root words (e.g.,	(e.g., happy/unhappy,	b. Use common, grade-	b. Use common, grade-	b. Identify and correctly use						
look) and their inflectional	tell/retell).	appropriate Greek and	appropriate Greek or Latin	patterns of word changes						
forms (e.g., looks, looked,	c. Use a known root word	Latin affixes and roots as	affixes and roots as clues to	that indicate different						
looking). (L.1.4)	as a clue to the meaning of	clues to the meaning of a	the meaning of a word (e.g.,	meanings or parts of speech						
	an unknown word with the	word (e.g., telegraph,	audience, auditory, audible).	(e.g., conceive, conception,						
	same root (e.g., addition,	autograph, photograph,	c. Consult reference	conceivable).						
	additional).	photosynthesis).	materials (e.g., dictionaries,	c. Consult general and						
	d. Use knowledge of the	c. Consult reference	glossaries, thesauruses), both	specialized reference						
	meaning of individual	materials (e.g., dictionaries,	print and digital, to find the	materials (e.g., dictionaries,						
	words to predict the	glossaries, thesauruses),	pronunciation of a word or	glossaries, thesauruses), both						
	meaning of compound	both print and digital, to	determine or clarify its	print and digital, to find the						
	words (e.g., birdhouse,	find the pronunciation and	precise meaning or its part	pronunciation of a word or						
	lighthouse, housefly;	determine or clarify the	of speech. Cont'd	determine or clarify its						
	bookshelf, notebook,	precise meaning of key		precise meaning, it's part of						
	bookmark).	words and phrases. (L.4.4		speech, or its etymology or						
		and 5.4 merge)		its standard usage. Cont'd						

Language

Anchor 4 – cont'd

А	В	С	D	Е				
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 a	nd specialized reference materia	lls, as appropriate.						
			d. Verify the preliminary	d. Verify the preliminary				
			determination of the	determination of the				
			meaning of a word or	meaning of a word or				
			phrase (e.g., by checking the	phrase (e.g., by checking the				
			inferred meaning in context or	inferred meaning in context or				
			in a dictionary). (L.6.4)	in a dictionary). (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.				

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., look) and their inflectional forms (e.g., looks, looked, looking).	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.

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
	-	of unknown and m	ultiple-meaning wo	ords and phrases b	pased on grade 2 reading and content, choosing flexibly
from an array of strate		1	T	1	
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.

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 (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	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.	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.

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

1	2	3	4	5	6
Standards	Skills Included in Standard	Concepts Included in Standard	Through a Particular Context	Cognitive Demand/Levels of Thinking	Sample Activity
		of unknown and m	ultiple-meaning wo	rds and phrases b	pased on grade 4 reading and content, choosing flexibly
from an array of strate	gies.	T			
a. Use context (e.g., definitions, examples, or restatements 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., telegraph, photograph, autograph).	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.

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.	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.

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

1 Standards	2 Skills Included	3 Concepts Included	4 Through a	5 Cognitive	6 Sample Activity
	in Standard	in Standard	Particular Context	Demand/Levels of Thinking	
L5.4 Determine or clari from an array of strate		of unknown and m	ultiple-meaning wo	rds and phrases b	pased on grade 5 reading and content, choosing flexibly
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.

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.	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.

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

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

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
	-	of unknown and m	ultiple-meaning wo	ords and phrases b	pased on grade 6 reading and content, choosing flexibly
from a range of strateg	ies.				
c. Consult reference	Consult	reference	both print and	Understanding	Given a text and a series of questions concerning the
materials (e.g.,		materials,	digital		vocabulary, students will use reference materials to
dictionaries,					answer the questions (e.g., What part of speech is
glossaries,	to find	the			in this sentence?, What is the meaning of
thesauruses), both		pronunciation	of a word		in this sentence?).
print and digital, to					
find the	or determine	its precise			
pronunciation of a	or clarify	meaning or its			
word or determine or		part of speech			
clarify its precise					
meaning or its part of					
speech.					
d. Verify the	Verify	the preliminary	of the meaning	Understanding	Present students with advertisements from
preliminary		determination	of a word or		magazines (e.g., Going Green!). Discuss with the
determination of the			phrase		students their initial understanding based on the
meaning of a word or					context and then verify with others and/or using the
phrase (e.g., by					dictionary.
checking the inferred					
meaning in context or					
in a dictionary).					

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

1	2	3	4	5	6
Standards	Skills Included	Concepts Included	Through a	Cognitive Demand/Levels	Sample Activity
	in Standard	in Standard	Particular Context	of Thinking	
	•	•	nd multiple-meanin	g words and phrases base	ed on grades 11-12 reading and content,
choosing flexibly from a	a range of strate	egies.			
a. Use context (e.g.,	Use	context	as a clue to the	Applying	Provide students with examples of the five
the overall meaning			meaning of a		most common types of context clue
of a sentence or			word or phrase		structures (e.g., definitions, examples,
paragraph; a word's					restatements, cause/effect relationships,
position or function					comparisons). Students apply these strategies
in a sentence) as a					to determine the meaning of unknown words
clue to the meaning					in a paragraph.
of a word or phrase.					
b. Identify and	identify and	patterns or	that indicate	Understanding	Students will make a three column chart with
correctly use patterns	correctly use	word changes	different		Noun, Verb, and Adjective on the top. After
of word changes that			meanings or		generating a list of word patterns, students
indicate different			parts of speech		will place the words in the correct column.
meanings or parts of					
speech (e.g.,					
conceive, conception,					
conceivable).					

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
	-	_	nd multiple-meanin	g words and phra	ses based on grades 11-12 reading and content,
choosing flexibly from a	range of strate	egies.			
c. Consult general and	Consult	general and	both print and	Understanding	Given a list of unknown words, students will be
specialized reference		specialized	digital		divided into teams of three. One student will consult
materials (e.g.,		reference			a glossary to find the pronunciation of the word,
dictionaries,		materials,			another student will consult a thesaurus for a
glossaries,					synonym of the word and the third student will use a
thesauruses), both	to find	the			dictionary to determine the meaning, parts of speech
print and digital, to		pronunciation	of a word		or etymology.
find the pronunciation		its precise			
of a word or		meaning,			
determine or clarify its					
precise meaning, it's	or	it's part of			
part of speech, its	determine	speech, its			
etymology, or its	or clarify	etymology, or			
standard usage.		its standard			
		usage			
d. Verify the	Verify	the preliminary	of the meaning	Understanding	Given a list of vocabulary words from a text, students
preliminary		determination	of a word or		will use context clues to guess the meaning of the
determination of			phrase		word and then go to the dictionary or glossary to
the meaning of a word					verify the meaning of the word.
or phrase (e.g., by					
checking the inferred					
meaning in context or					
in a dictionary).					

Language

A	В	С	D	Е
CCR Anchor 5: Demonstrate un	nderstanding of figurative langu	age, word relationships, and nua	ances in word meanings.	
				E

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 an	d support from	adults, demonstra	te understanding of	word relationships and n	uances in word meanings.
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent	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.).

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

1 Standards	2 Skills Included	3 Concepts Included	4 Through a	5 Cognitive Demand/Levels	6 Sample Activity
	in Standard	in Standard	Particular Context	of Thinking	
L1.5. With guidance an	d support from	adults, demonstrat	te understanding of	word relationships and n	uances 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 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.
by acting out the meanings.					

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 und					
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.

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

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

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

Language

A	В	С	D	Е							
CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and											
	eer readiness level; demonstrate	independence in gathering voca	bulary knowledge when encour	ntering a word or phrase							
important to comprehension of	important to comprehension or expression.										
Use words and phrases	Use words and phrases	Acquire and use accurately	Acquire and use accurately	Acquire and use accurately							
acquired through	acquired through	level-appropriate general	level-appropriate general	general academic and domain							
conversations, reading and	conversations, reading	academic and domain-specific	academic and domain-specific	specific words and phrases,							
being read to, and responding	and being read to, and	words and phrases, including	words and phrases; gather	sufficient for reading, writing,							
to texts, including using	responding to texts, including	those that:	vocabulary knowledge when	speaking, and listening at the							
frequently occurring	using adjectives and adverbs	 signal precise actions, 	considering a word or phrase	college and career readiness							
conjunctions to signal simple	to describe (e.g., When other	emotions, or states of being	important to comprehension	level; demonstrate							
relationships (e.g., because).	people are happy that makes me	(e.g., quizzed, whined,	or expression. (L.8.6)	independence in gathering							
(L.1.6)	happy). (L.2.6)	stammered).		vocabulary knowledge when							
		• are basic to a particular		considering a word or phrase							
	Acquire and use accurately	topic (e.g., wildlife,		important to comprehension							
	level-appropriate	conservation, and endangered		or expression. (L.11-12.6)							
	conversational, general	when discussing animal									
	academic, and domain-	preservation).									
	specific	• signal contrast, addition,									
	words and phrases, including	and other logical									
	those that signal spatial and	relationships (e.g., however,									
	temporal relationships (e.g.,	although, nevertheless,									
	After dinner that night we went	similarly, moreover, in									
	looking for them). (L.3.6)	addition). (L.4.6 and 5.6									
		merge).									

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., because)	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.

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
L2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts,	Use	words and phrases	acquired through conversations, reading and being read to, and responding	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.
including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Including using	adjectives and adverbs to describe	to texts		
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., After dinner that night we went looking for them).	Use including using	words and phrases adjectives and adverbs to describe	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.

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
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).	Acquire and use accurately	general academic and domain-specific words and phrases,	including those that signal precise actions emotions, or states of being and that are basic to a particular topic	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.

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

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
L8.6 Acquire and use accurately grade- appropriate general academic and domain-specific words and phrases; gather vocabulary	Acquire and use accurately	grade- appropriate general academic and domain-specific words and phrase;		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.
knowledge when considering a word or phrase important to comprehension or expression.	gather when considering	vocabulary knowledge a word or phrase	important to comprehension or expression		

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

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