

MS-CCR Language Standards 2nd-6th Vertical Progressions

Underlined and bold-faced portions of standards are NEW to the specific grade level

Grade Level	Language Standard 1
CCR	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
6	<p>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive or keyboarding) or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>
5	<p>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive or keyboarding) or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>
4	<p>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive or keyboarding) or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>

MS-CCR Language Standards 2nd-6th Vertical Progressions

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3	<p>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive or keyboarding) or speaking.</p> <p>a. Explain the <u>function of nouns, pronouns, verbs, adjectives, and adverbs</u> in general and their functions in particular sentences.</p> <p>b. Form and use <u>regular and irregular plural nouns</u>.</p> <p>c. Use <u>abstract nouns</u> (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>f. Ensure <u>subject-verb and pronoun-antecedent agreement</u>.*</p> <p>g. Form and use <u>comparative and superlative adjectives and adverbs</u>, and choose between them depending on what is to be modified.</p> <p>h. Use <u>coordinating and subordinating conjunctions</u>.</p> <p>i. Produce simple, compound, and complex sentences.</p>
2	<p>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive or keyboarding) or speaking.</p> <p>a. Use <u>collective nouns</u> (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring <u>irregular plural nouns</u> (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use <u>reflexive pronouns</u> (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the <u>past tense</u> of frequently occurring <u>irregular verbs</u> (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and <u>adverbs</u>, and <u>choose between them</u> depending on what is to be modified.</p> <p>f. Produce, expand, and <u>rearrange</u> complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>

Grade Level	Language Standard 2
CCR	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, <u>parentheses, dashes</u>) to <u>set off nonrestrictive/parenthetical elements</u>.*</p> <p>b. Spell correctly.</p>

MS-CCR Language Standards 2nd-6th Vertical Progressions

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5	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>
4	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>
3	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>

MS-CCR Language Standards 2nd-6th Vertical Progressions

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Grade Level	Language Standard 3
CCR	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.
6	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. <u>Vary sentence patterns</u> for meaning, reader/ listener interest, and style.* b. <u>Maintain consistency in style and tone.</u> *
5	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. <u>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</u> b. <u>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</u>
4	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases <u>to convey ideas precisely.</u> * b. <u>Choose punctuation for effect.</u> * c. <u>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</u>
3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. <u>Choose words and phrases for effect.</u> * b. <u>Recognize and observe differences between the conventions of spoken and written standard English.</u>
2	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. <u>Compare formal and informal uses of English.</u>

Grade Level	Language Standard 4
CCR	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
6	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (<u>e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence</u>) as a clue to the meaning of a word or phrase. b. Use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <u>audience</u> ,

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MS-CCR Language Standards 2nd-6th Vertical Progressions

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	<p><u>auditory, audible</u>).</p> <p>c. Consult <u>general and specialized</u> reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, or its part of speech.</p> <p>d. <u>Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context.</u></p>
5	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <u>grade 5 reading and content</u>, choosing flexibly from a range of strategies.</p> <p>a. Use context (<u>e.g., cause/effect relationships and comparisons in text</u>) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <u>photosynthesis</u>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <u>grade 4 reading and content</u>, choosing flexibly from a range of strategies.</p> <p>a. Use context (<u>e.g., definitions, examples, or restatements in text</u>) as a clue to the meaning of a word or phrase.</p> <p>b. <u>Use common, grade-appropriate Greek and Latin</u> affixes and roots <u>as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</u></p> <p>c. <u>Consult reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to <u>find the pronunciation</u> and determine or clarify the precise meaning of key words and phrases.</p>
3	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <u>grade 3 reading and content</u>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known <u>affix</u> is added to a known word (e.g., <u>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</u>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <u>company, companion</u>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
2	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <u>grade 2 reading and content</u>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>

MS-CCR Language Standards 2nd-6th Vertical Progressions

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	<p>b. <u>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</u></p> <p>c. Use <u>a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</u></p> <p>d. <u>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</u></p> <p>e. <u>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</u></p>
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Grade Level	Language Standard 5
CCR	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word, meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>
5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
4	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
3	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or</p>

MS-CCR Language Standards 2nd-6th Vertical Progressions

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	<u>helpful</u>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
2	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy or juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).

Grade Level	Language Standard 6
CCR	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
5	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).
4	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., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered when discussing animal preservation</i>).
3	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).
2	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).