

## Language Anchor Standards

Language Anchor Standards	Beginning Some Evidence	Approaching Partial Development	Accomplished Deep Understandings
<p><i>Conventions of Standard English</i></p> <p>CCSS.ELA-LITERACY. CCRA.L.1 CCRA.L.2</p>	<p><i>Student demonstrates partial command of the conventions of standard English with:</i></p> <ul style="list-style-type: none"> <li>• grammar and usage for writing and/or speaking</li> <li>• capitalization, spelling, and punctuation when writing</li> </ul>	<p><i>Student demonstrates increased command of the conventions of standard English with:</i></p> <ul style="list-style-type: none"> <li>• grammar and usage for writing and/or speaking</li> <li>• capitalization, punctuation, and spelling when writing</li> </ul>	<p><i>Student demonstrates ongoing command of the conventions of standard English with:</i></p> <ul style="list-style-type: none"> <li>• grammar and usage for writing and/or speaking</li> <li>• capitalization, punctuation, and spelling when writing</li> </ul>
<p><i>Knowledge of Language</i></p> <p>CCSS.ELA-LITERACY. CCRA.L.3</p>	<p><i>Student applies beginning knowledge of language to:</i></p> <ul style="list-style-type: none"> <li>• language functions in a few contexts</li> <li>• make choices for meaning</li> <li>• comprehend when reading or listening</li> </ul>	<p><i>Student applies increased knowledge of language to:</i></p> <ul style="list-style-type: none"> <li>• language functions in some contexts</li> <li>• make effective choices for meaning</li> <li>• comprehend more fully when reading or listening</li> </ul>	<p><i>Student applies ongoing knowledge of language to:</i></p> <ul style="list-style-type: none"> <li>• language functions in different contexts</li> <li>• make effective choices for meaning or style</li> <li>• comprehend more fully when reading or listening</li> </ul>

<p><i>Vocabulary Acquisition and Use</i></p> <p>CCSS.ELA-LITERACY.</p> <p>CCRA.L.4</p> <p>CCRA.L.5</p> <p>CCRA.L.6</p>	<p><i>Student uses words and phrases to:</i></p> <ul style="list-style-type: none"> <li>• determine the meaning of unknown words with context clues, structural analysis, and appropriate reference materials</li> <li>• demonstrate a basic understanding of figurative language</li> <li>• accurately acquire general academic and domain-specific words and phrases for reading, writing, speaking, and listening</li> <li>• demonstrate partial independence in gathering vocabulary knowledge of unknown terms important to comprehension or expression</li> </ul>	<p><i>Student uses words and phrases to:</i></p> <ul style="list-style-type: none"> <li>• determine or clarify the meaning of unknown and multiple-meaning words with context clues, structural analysis, and appropriate reference materials</li> <li>• demonstrate understanding of figurative language and word relationships</li> <li>• accurately acquire and use a range of general academic and domain-specific words and phrases for reading, writing, speaking</li> <li>• demonstrate independence in gathering vocabulary knowledge of unknown terms important to comprehension or expression</li> </ul>	<p><i>Student uses words and phrases to:</i></p> <ul style="list-style-type: none"> <li>• determine or clarify the meaning of unknown and multiple-meaning words with context clues, structural analysis, and appropriate reference materials</li> <li>• demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> <li>• accurately acquire and use a range of general academic and domain-specific words and phrases for reading, writing, speaking, and listening at the college and career readiness level</li> <li>• demonstrate independence in gathering vocabulary knowledge of unknown terms important to comprehension or expression</li> </ul>
<p><b>A</b>ssess student vocabulary levels; e.g., context clues, structural analysis; activate working memories with repetition of word phrases</p> <p><b>D</b>elineate CCRA evidence for English grammar, usage, and mechanics; decide on time frames to explore the language content</p> <p><b>M</b>odel respect for differences for students from other cultures; monitor student behavior for language meaning and style</p> <p>Instruct on figurative language with visual examples; involve related service providers, such as speech-language providers</p> <p><b>R</b>eflect on illustrations and engagements and revise instructional models that clarify the meaning of grade-appropriate words in listening, reading, and media; revise processes and pacing to ensure that the conventions of standard English are applied in writing and speaking</p> <p><b>E</b>nrich with both literal and nonliteral meanings; engage relationships across the contexts with inseparable reading, writing, and speaking and listening language connections and skills</p>			