

Language

Learning Targets and Progressions

Grades 6-8

2012-2013

How to use this document:

The Middle School ELA teachers, along with the MS ELA Core Team, worked in grade levels and vertically during the 2011-2012 school year to unwrap the ELA Common Core State Standards and create learning targets. They were intentional in the selection of verbs to clearly communicate high expectations of students' learning. Their goal was to create logical, thorough progressions. These learning targets are meant to be used in tandem with the ABSS ELA Curriculum Guide in order to develop a deeper understanding and application of each ELA Standard. Since the 2012-2013 school year will be the initial implementation, this will be a document that is revisited regularly in order to tweak, add to, or modify the targets listed. As you work with your grade level and discover any needed changes, please make note and share your suggestions from your planning and discussions with your ELA Core Team Member or Beth Hodge.

- In planning lessons, please use this document as a guide for creating the learning targets that are specific to the needs of your lesson and your students.
- Refer to the learning progressions as you pre-assess students in order to inform intervention and enrichment beginning points.

This document contains basic learning targets and progression for each standard within this strand. As this document may not contain every learning target or progression that your students may need for mastering these standards, please add and modify your targets as appropriate.

Knowledge Target (K) <i>involve a student knowing outright or via reference</i>	Reasoning Targets (R) <i>involve a student's mental processes</i>	Performance Skill Targets (PS) <i>involve a student doing something we can observe</i>	Product Targets (P) <i>involve a student creating a product</i>
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The Language targets and progressions are formatted slightly different than the other standards documents in order to support a deeper understanding of the progressions of grammar and language.

L.6-8.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive)

6th Grade

- Recognize the case of a pronoun(subjective, objective, possessive).(K)
- Distinguish between different types of pronouns.(R)
- Identify and correct misuses of pronouns in my own and other’s work. (PS)

L.7.1.a Explain the function of phrases and clauses in general and their function in soecific sentences.

7th Grade

- Recognize phrases and clauses. (K)
- Identify compound and complex sentences. (K)
- Choose phrases, clauses and complete sentences when speaking and writing. (PS)
- Demonstrate mastery of sentences by writing complete and varied sentences in my work.(P)

L.8.1.a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

8th Grade

- Define and identify gerund, participle and infinitives . (K)
- Explain the functions of gerund, participles and infinitives. (K)

L.6.1.b Use intensive pronouns (e.g., *myself, ourselves*).

6th Grade

- Recognize intensive pronouns.(K)
- Create sentences containing intensive pronouns. (P)

L.7.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

7th Grade

- Identify verbs in the active and passive voice (K)
- Explain the difference between active and passive verbs (R)
- Create sentences using the appropriate verbs in active or passive voice (PS)

L.8.1.b Form and use verbs in the active and passive voice.

8th Grade

- Identify verbs in the active and passive voice (K)
- Explain the difference between active and passive verbs (R)
- Create sentences using the appropriate verbs in active or passive voice (PS)

L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person.

6th Grade

- Recognize shifts in pronoun number and person. (K)
- Create and use correct pronoun number and person. (PS)

L.7.1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

7th Grade

- Identify misplaced and dangling modifiers. (K)
- Correct misplaced and dangling modifiers. (PS)

L.8.1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

8th Grade

- Distinguish between verbs in the indicative, imperative, interrogative, conditional and subjunctive moods. (K)
- Create sentences with verbs in each form of the indicative, imperative, interrogative, conditional and subjunctive moods. (PS)

L.6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

6th Grade

- Recognize vague pronouns. (K)
- Identify the antecedent of a pronoun. (K)
- Identify and correct vague antecedent. (PS)

L.7. N/A

7th Grade

N/A

L.8.1.d Recognize and correct inappropriate shifts in verb voice and mood.

8th Grade

- Identify and correct inappropriate shifts in verb voice. (PS)
- Explain the difference between verbs in the active and passive voice. (K)
- Create sentences with verbs in the active and passive voice.(PS)

L.6.1.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.

L.7. N/A

L.8 N/A

6 th Grade		7 th Grade	8 th Grade
<ul style="list-style-type: none"> Recognize variations from standard English. (K) Demonstrate command of standard English grammar and usage when writing and speaking. (PS) 		N/A	N/A
Standard	L.6.1	L.7.1	L.8.1
Skills present in the standard	PRONOUNS <ul style="list-style-type: none"> Ensure proper pronoun case Use intensive pronouns Correct shifts in pronouns Correct vagueness of pronouns Recognize variations from standard English and use strategies to improve expression 	PHRASES AND CLAUSES <ul style="list-style-type: none"> Explain the function of phrases and clauses Choose among sentence types Place phrases and clauses within sentences Correct dangling modifiers 	VERBALS, VOICE, & MOOD <ul style="list-style-type: none"> Explain the function of Gerunds Explain the function of Participles Explain the function of Infinitives Form and use active vs. passive voice Recognize Moods: <ul style="list-style-type: none"> Indicative Imperative Interrogative Conditional Subjunctive Correct voice and Mood shifts
Prerequisite knowledge and skills	<ul style="list-style-type: none"> Define pronoun cases (subjective, objective, and possessive) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them their; anyone, anything) (1.1) Define and exemplify intensive pronouns (myself, ourselves) (6.1) Ensure pronoun-antecedent agreement (3.1) Pronouns match antecedents in number and person (6.1) Identify antecedents (or unclear/ambiguous antecedents) Use relative pronouns (who, whose, whom, which, that)(4.1) 	<ul style="list-style-type: none"> Understand and identify simple subjects, complete subjects, simple predicates and complete predicates Produce simple, compound, complex, and compound-complex sentence types (3.1) Understand phrases and clauses as modifiers and nouns Place phrases and clauses in a sentence, correcting misplaced dangling modifiers. 	<ul style="list-style-type: none"> Define gerunds. Identify when gerunds begin a phrase. Define participles. Understand when participles begin a phrase and modify other words Define infinitives. Recognize when infinitives begin a phrase Identify subject and predicate. Recognize when a subject does the action. Form and use the perfect verb tense (5.1) Use verb tense to convey various times, sequences, states, and conditions.(5.1) Recognize and correct inappropriate shifts in verb tense (5.1) form and use the progressive verb tenses (4.1) use modal auxiliaries (4.1) form and use regular verbs(3.1) form and use the simple verb tense (3.1) ensure subject-verb agreement (3.1)

L.6-8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L.6.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.7.2.a Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

L.8.2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.8.2.b Use an ellipsis to indicate an omission.

6th Grade

7th Grade

8th Grade

- Recognize correct capitalization and punctuation. (K)
- Use proper punctuation for non restrictive/parenthetical elements. (k)

- Apply correct capitalization and punctuation. (K)
- Use a comma to separate coordinate adjectives. (K)

- Use a dash, comma, or ellipsis to indicate a pause, break or omission. (PS)
- Apply correct capitalization and punctuation to my peer’s and my own writing. (PS)

Learning Progression for L.CCR.2a

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
Recognize and name end punctuation.	-Use end punctuation. -Use commas in dates and to separate single words in a series.	-Use commas in greetings and closings of letters. -Use an apostrophe to form contractions and frequently occurring possessives.	-Use commas in addresses. -Use commas and quotation marks in dialogue.	-Use commas and quotation marks to mark direct speech and quotations from a text. -Use a comma before a coordinating conjunction in a compound sentence.	-Use a comma to separate an introductory element from the rest of the sentence. -Use comma to set off the words yes and no to set off a tag question from the rest of the sentence and to indicate direct address.	-Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. -Use a colon to introduce a list or quotation.	Observe hyphenation conventions.

L.6-8.2**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing**

L.6.2.b Spell correctly.

L.7.2.b Spell correctly.

L.8.2.c Spell correctly.

6th Grade

- Recall spelling rules. (K)
- Identify and correct misspelled words.(K)
- Apply correct spelling in writing. (PS)

7th Grade

- Recall spelling rules. (K)
- Identify and correct misspelled words.(K)
- Apply correct spelling in writing. (PS). (PS)

8th Grade

- Recall spelling rules. (K)
- Identify and correct misspelled words.(K)
- Apply correct spelling in writing. (PS)

Learning Progression for L.CCR.2a

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
Spell simple words phonetically, drawing on knowledge of sound-letter relationship.	-Use conventional spelling for words with common spelling patterns and frequently occurring irregular words. -Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	-Generalize learned spelling patterns when writing words. -Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.	-Use conventional spelling for high-frequency and other studied rules and for adding suffixes to base words. -Use spelling patterns and generalizations in writing words. - Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.	Spell grade-appropriate words correctly, consulting references as needed.	Spell grade-appropriate words correctly, consulting references as needed.	Spell correctly.	Spell correctly.

L.6-8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.

L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.8.3.a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

6 th Grade	7 th Grade	8 th Grade
<ul style="list-style-type: none"> Recognize various sentence patterns. (K) Determine when to vary sentence patterns for meaning, reader listener interest and style. (R) Vary sentence patterns for meaning, listener interest and style. (PS) 	<ul style="list-style-type: none"> Recognize precise and concise language. (K) Recognize language conventions for writing, speaking, reading, and listening. (K) Apply knowledge of language conventions when reading and listening, (R) Use knowledge of correct language when speaking. (PS) Use precise and concise language to eliminate redundancy and wordiness in writing and speaking. (PS) 	<ul style="list-style-type: none"> Recognize when verbs are in active or passive voice, and in the conditional and subjunctive mood. (K) Determine when to use verbs in the active or passive voice or in the conditional and subjunctive mood. (R) Use verbs in the active or passive voice or in the conditional and subjunctive mood. (PS)

Learning Progression for L.CCR.3a							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
N/A	N/A	Compare formal and informal uses of English.	-Choose words and phrases for effect. -Recognize and observe differences between the conventions of spoken and written standard English.	-Choose words and phrases to convey ideas precisely. -Choose punctuation for effect. -Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	-Expand, combine, and reduce sentences for meaning, reader/listener interest and style. -Compare and contrast the varieties of English used in stories, dramas or poems.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.6-8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3.b Maintain consistency in style and tone.

L.7. N/A

L.8 N/A

6 th Grade	7 th Grade	8 th Grade
<ul style="list-style-type: none"> Recognize style and tone. (K) Maintain consistency in style and tone when writing. (PS) 		

Learning Progression for L.CCR.3b							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
N/A	N/A	Compare formal and informal uses of English	-Recognize and observe differences between the conventions of spoken and written standard English.	-Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	-Compare and contrast the varieties of English used in stories, dramas or poems.	N/A	N/A

L.6-8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 6, 7, or 8 reading and content*, choosing flexibly from a range of strategies.

L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

L.7.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

6 th Grade	7 th Grade	8 th Grade
<ul style="list-style-type: none"> Identify context clues. (K) Determine the meanings of words using context clues. (PS) 	<ul style="list-style-type: none"> Identify multiple-meaning words and phrases. (K) Recognize strategies for finding meanings of unknown words. (K) Determine the meanings of words using context clues. (R) 	<ul style="list-style-type: none"> Determine the meanings of unknown words or phrase by using context clues. (R) Recognize that many words have more than one meaning. (K)

Learning Progression for L.CCR.4a

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
N/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.	Use sentence-level context as a clue to the meaning of a word or phrase.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

6 th Grade	7 th Grade	8 th Grade
<ul style="list-style-type: none"> Identify Greek and Latin affixes and roots. (K) Determine the meanings of words using Greek and Latin affixes and roots. (R) 	<ul style="list-style-type: none"> Identify grade appropriate roots and affixes. (K) Determine the meanings of words using Greek and Latin affixes and roots. (R) 	<ul style="list-style-type: none"> Identify common and grade appropriate Greek and Latin affixes and roots. (K) Determine the meanings of words or phrases by using common Greek or Latin affixes and roots. (R)

Learning Progression for L.CCR.4b

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
Use the most frequent occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, less) as a clue to the meaning of an unknown word.	Use frequently occurring affixes as a clue to the meaning of a word. -Identify frequently occurring root words and their inflectional forms.	-Determine the meaning of the new word formed when a known prefix is added to a known word. -Use known root word as a clue to the meaning of an unknown word within the same root.	-Determine the meaning of the new word formed when a known affix is added to a known word. -Use known root word as a clue to the meaning of an unknown word within the same root.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).	Identify and correctly use patterns of word changes that indicate different meanings or part of speech (e.g., analyze, analysis, analytical).	Identify and correctly use patterns of word changes that indicate different meanings or part of speech (e.g., conceive, conception, conceivable).

L.6.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.7.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

6th Grade

- Use common reference materials to find pronunciation, clarification of meaning, or part of speech. (K)
- Choose from a variety of vocabulary strategies to determine a word’s meaning. (R)

7th Grade

- Recognize strategies for finding meanings of unknown words. (K)
- Choose from a range of vocabulary strategies to determine the meaning of a word. (R)
- Use print and digital reference materials to find pronunciation. (PS)
- Use print and digital reference materials to identify meaning and/or a word’s part of speech. (PS)

8th Grade

- Clarify the intended meaning of multiple-meaning words and phrases. (PS)
- Choose from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase. (PS)
- Study reference materials, both in print and digital, to find pronunciation or its part of speech. (PS)

Learning Progression for L.CCR.4c

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
N/A	N/A	Use glossary and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Use glossary and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Consult general and specialized reference materials, both print and digital to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	Consult general and specialized reference materials, both print and digital to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.

L.6.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

6th Grade

- Verify preliminary determination of a word’s inferred meaning in context or a dictionary. (R)

7th Grade

- Verify preliminary determination of a word’s meaning inferred meaning in context or a dictionary. (R)

8th Grade

- Verify the initial determination of the meaning of a word. (PS)
- Use a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase. (PS)

Learning Progression for L.CCR.4d

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
N/A	N/A	Use knowledge of the meaning of individual words to predict the meaning of compound words.	N/A	N/A	N/A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Observe hyphenation conventions.

**L.6-8.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.**

L.6.5.a Interpret figures of speech (e.g., personification) in context.

L.7.5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

L.8.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.

6th Grade	7th Grade	8th Grade
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Learning Progression for L.CCR.5a

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.	Define words by category and by one or more key attributes.	Distinguish shades of meaning among closely related verbs and closely related adjectives.	Distinguish shades of meaning among related words that describe states of mind or degree of certainty.	Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.	Use relationships between particular words to better understand each word.	N/A	N/A

L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.7.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

L.8.5.b Use the relationship between particular words to better understand each of the words.

6th Grade	7th Grade	8th Grade
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Learning Progression for L.CCR.5b

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
Demonstrate understanding of frequently occurring verbs and adjectives	Define words by category and by one or more key attributes.	Distinguish shades of meaning among closely related verbs and closely related	Distinguish shades of meaning among related words that describe states of	Demonstrate understanding of words by relating them to their	Use relationships between particular words to better understand each	N/A	N/A

by relating them to their opposites.		adjectives.	mind or degree of certainty.	opposites and to words with similar but not identical meanings.	word.		
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L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

L.7.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

L.8.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

6 th Grade	7 th Grade	8 th Grade
<ul style="list-style-type: none"> Define the terms, denotations and connotations, of words. (K) Distinguish among the connotations of words and similar denotations. (R) 	<ul style="list-style-type: none"> Recognize the meaning of the terms, denotations (definitions) and connotations (associations). (K) Distinguish among the connotations of words with similar denotations. (R) 	<ul style="list-style-type: none"> Define the meanings of the terms connotation and denotation.(K) Distinguish among the connotations of words with similar denotations. (R) Demonstrate the relationship between words to find meaning. (PS)

Learning Progression for L.CCR.5c							
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
N/A	N/A	N/A	N/A	N/A	N/A	Analyze the nuances in the meanings of words with similar denotations.	Analyze the nuances in the meanings of words with similar denotations.

L.6.6 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.

L.7.6 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.

L.8.6 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.

6 th Grade	7 th Grade	8 th Grade
<ul style="list-style-type: none"> Identify grade appropriate academic vocabulary and content specific words. (K) Accurately use words important to the comprehension of grade appropriate academic vocabulary and content specific words. (R) Apply vocabulary knowledge important to comprehension or expression. (R) Select appropriate resources to assist in obtaining vocabulary knowledge. (R) 	<ul style="list-style-type: none"> Identify grade appropriate academic vocabulary and content specific words. (K) Accurately use words important to the comprehension of grade appropriate academic vocabulary and content specific words. (R) Apply vocabulary knowledge when considering words important to comprehension or expression. (R) Select appropriate resources to assist in obtaining vocabulary knowledge. (R) 	<ul style="list-style-type: none"> Identify grade appropriate academic vocabulary and content specific words. (K) Accurately use words important to the comprehension of grade appropriate academic vocabulary and content specific words. (R) Apply vocabulary knowledge important to comprehension or expression. (R) Select appropriate resources to assist in obtaining vocabulary knowledge. (R)

Learning Progression for L.CCR.6

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 9-10	Grades 11-12
Use words and phrases acquired through conversations, reading and being read to, responding to the texts.	Use words and phrases acquired through conversations, reading and being read to, including using frequently occurring conjunctions to signal simple relationships.	Use words and phrases acquired through conversations, reading and being read to, including using adjectives and adverbs to describe.	Use words and phrases acquired through conversations, reading and being read to, including using adjectives and adverbs to describe.	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 that are basic to a particular topic.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness levels; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness levels; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.