Grade 5	Grade 4	Grade 3
Language		
The student	**The student**	**The student**

1. demonstrates a working knowledge of the use of targeted conventions of standard **usage and grammar.**
  a. correctly uses **all forms of nouns**
  b. correctly uses **relative pronouns by antecedent, not case at this level**
  c. forms and uses **perfect verb tense** (I had walked; I have walked; I will have walked)
  d. **forms and uses verb tense** to convey time, sequence, states, conditions
  e. **recognize and correct** inappropriate verb tense shift
  f. correctly uses **adjectives as modifier**
  g. correctly uses **adverbs as modifiers**
  h. uses **correlative conjunctions** (either/or; neither/nor, not only/but also, whether/ or); **prepositions, and interjections**
ELAGSE5L1
 	
2. demonstrates command of the conventions of **mechanics**
  a. uses punctuation to separate items in a **series**
  b. uses comma with **introductory element**
  c. uses comma to set off *yes or no*, set off **tag question**, or **direct address**
  d. uses correct punctuation of **titles**: underlining, quotations marks, italics to indicate a title
  e. **spells** grade appropriate words correctly
	1. demonstrates a working knowledge of the use of targeted conventions of standard **usage and grammar.**
	  a. correctly uses **regular/irregular plural nouns**
	  b. uses **relative pronouns** (who, whose, whom, which, that) and use relative **adverbs** (where, when, why)—both used to introduce a clause
	  c. ensures **pronoun-antecedent agreement and subject-verb agreement**
	  d. form and use **progressive verb tense** (I was walking, I am walking, I will be walking)
	  e. ensures correct usage of **regular/irregular verbs**
	  f. uses model auxiliaries –distinguish **helping and linking verbs** (can, may, must)
	  g. uses conventional patterns to **order adjectives** within a sentence
	  h. correctly uses **articles** (*a, an, the*) and **demonstratives** (*this, that, these, those*)
	  i. correctly uses **subordinating and coordinating conjunctions** (structure and meaning)
	  j. forms and uses **prepositional phrases**
	  k. correctly uses **confusing words** (*to, too, two, their, there, they're*)
	  l. write **legibly in cursive**
	ELAGSE4L1
	
	2. demonstrates command of the conventions of **mechanics**
	  a. uses correct **capitalization**
	  b. uses **commas and quotation marks** (direct speech/quotations-intro in grade 3))
		1. demonstrates a working knowledge of the use of targeted conventions of standard **usage and grammar.**
		  a. forms and uses **regular/irregular plural noun**
		  b. uses **abstract nouns** (childhood)
		  c. ensures correct usage of **possessive nouns**
		  d. ensures **pronoun-antecedent agreement** and correct usage of **personal and possessive pronouns**
		  e. forms and uses **regular and irregular verbs**
		  f. forms and uses **simple verb tenses** (past, present, future)
		  g. ensures simple **subject-verb agreement**
		  h. forms and uses **comparative andsuperlative adjectives and adverbs** (er, est)
		  i. correctly uses **articles** (a, an, the)
		  j. uses s**ubordinating** (*since, because, although*) and c**oordinating** (*and, but, or*) conjunctions (intro in grade 2)
		  k. uses **prepositions**
		  l. produces **simple, compound, complex sentences with correct punctuation** (intro grade 2)
		  m. writes **legibly in cursive**
		ELAGSE3L1
		
		2. demonstrates command of the conventions of **mechanics**
		  a**. capitalizes** words in **titles**
		  b. uses **commas** in **addresses** and **friendly letter (intro in grade 2)**
		  c. uses **commas and quotation marks** (dialogue)

(consult references)
ELAGSE5L2
 	
3. demonstrates **knowledge of language** and its conventions
  a. expands, combines, reduces **sentences to engage** reader/listener
  b. compares and contrasts varieties of English (dialects)
ELAGSE5L3
 	
4. recognizes and applies strategies for **clarifying unknown or multiple-meaning words and phrases**
  a. Uses **context clues** (cause/effect, comparisons in text)
  b. uses grade appropriate **Greek/Latin affixes (3-5 scope and sequence list)**
  c. consults **reference materials** (print/digital) to aid in pronunciation, definition, and meaning
ELAGSE5L4
 	
5. demonstrates a basic understanding **figurative language**, **word relationships**, and nuances
  a. recognizes and <u>interprets</u> effect of **figurative language** (metaphors, similes, onomatopoeia)
  b. recognizes and explains **idioms, adages, proverbs**
  c. uses relationship between words (**synonyms, antonyms, homographs**) to enhance understanding
	c. uses comma before coordinating conjunctions in compound sentence (introduced in grade 2) and semicolon in **compound sentence**
	  d. **spells** grade appropriate words correctly (consult references)
	ELAGSE4L2
	
	3. demonstrates **knowledge of language** and its conventions
	  a. uses words and phrases to **convey ideas clearly**
	  b. understands when to use **formal and informal** English
	ELAGSE4L3
	
	4. recognizes and applies strategies for clarifying unknown or multiple-meaning words and phrases
	  a. uses **context clues** (definitions, examples, restatements in text)
	  b. uses grade appropriate **Greek/Latin** affixes (3-5 scope and sequence list)
	  c. consults **references materials** (print and digital) to aid in pronunciation, definition, and meaning
	ELAGSE4L4
	
	5. demonstrates a basic understanding **figurative language**, **word relationships**, and **nuances**
	  a. identifies and interprets **figurative language** (*metaphors, similes*)
	  b. recognizes and explains **idioms, adages, proverbs**
	  c. uses **antonyms and synonyms** to demonstrate understanding of vocabulary
	ELAGSE4L5
	
	6. acquires and incorporates **new grade level specific**
		d. uses **apostrophe** to form possessive
		  e. uses conventional **spelling patterns** for familiar/unfamiliar words
		  f. use correct spelling when adding **suffixes**
		  g. consult **references** as needed
		ELAGSE3L2
		
		3. demonstrates **knowledge of language** and its conventions
		  a. chooses words and phrases **for effect**
		  b. recognizes and observes differences in written and spoken English
		ELAGSE3L3
		
		4. recognizes and applies strategies for **clarifying unknown or multiple-meaning words and phrases**
		  a. uses **context clues** (within sentence)
		  b. uses known **affix** and known word to determine meaning of a new word **(3-5 scope and sequence list)**
		  c. uses **root words** to determine meaning of a new word
		  d. consults **dictionaries/glossaries** to clarify meaning
		ELAGSE3L4
		
		5. with guidance and support from adults, demonstrates understanding of **word relationships and nuances –clarity of expression**
		  a. distinguishes **literal and non-literal (literal and figurative)** words and phrases (*take steps*)
		  b. identifies **real-life connections** between words and use (*friendly* and *helpful*)

ELAGSE5L5 6. acquires and incorporates new **grade level specific vocabulary** including words that <u>signal contrast, and addition</u> (*however, although, similarly, moreover)* **ELAGSE5L6** ==**exceeds state standards==**	**vocabulary** including words/phrases that <u>signal precise action, emotions, and states of being,</u> as well as words/phrase related to a specific topic **ELAGSE4L6**	c. distinguishes **shades of meaning** when describing states of mind or degrees of certainty (*knew, believed, suspected, heard, wondered*) **ELAGSE3L5** 6. acquires and incorporates **new grade level specific vocabulary** including words/phrases that <u>signal spatial/temporal relationships</u> (*after dinner…*) **ELAGSE3L6**