Vertical Progressions for Grammar Specific Standards

WRITING – LANGUAGE IN WRITING	
CL.LS.p4.1	Demonstrates an emerging command of the conventions of standards English grammar and usage when writing or speaking.
W.K.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Print many upper and lowercase letters. b. Use frequently occurring nouns and verbs in writing. c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). e. Produce and expand complete sentences in shared language activities.
W.1.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns when writing. c. Use singular and plural nouns with matching verbs in basic sentences. d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my). e. Use verbs to convey a sense of past, present and future when writing. f. Use frequently-occurring adjectives, conjunctions, articles, and prepositions when writing. g. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
W.2.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Use collective nouns when writing. b. Form and use frequently-occurring irregular plural nouns (e.g., feet) c. Use reflexive pronouns (e.g., myself) d. Form and use past tense of frequently-occurring irregular verbs (e.g., told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences
W.3.10	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. a. Choose words and phrases for effect. b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. d. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk). e. Ensure subject-verb and pronoun-antecedent agreement when writing. f. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. g. Use coordinating and subordinating conjunctions. h. Produce simple, compound, and complex sentences.

W.4.10	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. a. Choose words and phrases to convey ideas precisely. b. Form and use relative pronouns and relative adverbs. c. Form and use the progressive verb tenses. d. Use modal auxiliaries (e.g., can, must) to convey various conditions. e. Order adjectives within sentences according to conventional patterns. f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. h. Correctly use frequently confused words (e.g., to, too, two) i. Choose punctuation for effect.
W.5.10	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. c. Form and use the perfect verb tenses (e.g., I had walked, I have walked) d. Use verb tense to convey various times, sequences, states, and conditions. e. Recognize and correct inappropriate shifts in verb tense. f. Use correlative conjunctions. (e.g., either/or)
W.6.10	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Ensure that pronouns are in the proper case (subjective, objective, possessive). c. Use intensive pronouns (e.g., myself, ourselves). d. Recognize and correct inappropriate shifts in pronoun number and person. e. Recognize and correct vague pronouns. f. Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language. g. Maintain consistency in style and tone.
W.7.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. b. Explain the function of phrases and clauses in general and their function in specific sentences. c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
W.8.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. c. Form and use verbs in the active and passive voice. d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. e. Recognize and correct inappropriate shifts in verb voice and mood.

W.9-10.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. b. Use parallel structure. c. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
W.11-12.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Vary syntax for effect, consulting references for guidance as needed. b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. c. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

WRITING – LANGUAGE IN WRITING	
CL.LS.p4.2	Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or "trk" for truck) and usually writing from left to right. May reverse some letters.
W.K.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short vowel sounds. d. Spell simple words phonetically, drawing on knowledge of letter-sound relationships
W.1.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently-occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
W.2.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently-occurring possessives. d. Generalize learned spelling patterns when writing words. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
W.3.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations when writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
W.4.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
W.5.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Sam?) d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting reference materials as needed.

W.6.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
W.7.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Spell correctly.
W.8.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
W.9-10.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
W.11-12.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.

	SPEAKING AND LISTENING – LANGUAGE IN SPEAKING & LISTENING
CL.LS.p4.1	Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking. a. Prints some upper and lower-case letters. b. Uses frequently occurring nouns and verbs. c. Forms regular plural nouns orally by adding /s/ or /es/. d. Understands and uses most question words. e. Uses the many frequently occurring prepositions. f. Produces complete sentences in shared language activities.
SL.K.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Use frequently occurring nouns and verbs in speech. b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). e. Produce and expand complete sentences in shared language activities.
SL.1.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Use common, proper, and possessive nouns when speaking. b. Use singular and plural nouns with matching verbs in basic sentences when speaking. c. Use personal, possessive, and indefinite pronouns when speaking. d. Use verbs to convey a sense of past, present, and future when speaking. e. Use frequently-occurring adjectives, conjunctions, articles, and prepositions when speaking. f. Orally produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
SL.2.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Use collective nouns when speaking. b. Form and use frequently-occurring irregular plural nouns (e.g., teeth). c. Use reflexive pronouns (e.g., ourselves). d. Form and use past tense of frequently-occurring irregular verbs (e.g., hid) e. Use context-appropriate adjectives and adverbs. f. Produce complete simple and compound sentences.
SL.3.7	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking. a. Choose words and phrases for effect. b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. d. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk). e. Ensure subject-verb and pronoun-antecedent agreement when speaking. f. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. g. Use coordinating and subordinating conjunctions. h. Produce simple, compound, and complex sentences.

SL.4.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Choose words and phrases to convey ideas precisely. b. Use relative pronouns. c. Form and use the progressive verb tenses. d. Use modal auxiliaries (e.g., can, must) to convey various conditions. e. Order adjectives within sentences according to conventional patterns. f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. h. Correctly use frequently confused words i. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
SL.5.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Expand, combine, and reduce sentences for meaning, read/listener interest, and style. b. Form and use the perfect verb tenses (e.g., I had walked, I have walked) c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions. (e.g., either/or)
SL.6.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns. e. Recognize variations from standard English in their own and others' speaking, and identify and use strategies to improve expression in conventional language. f. Maintain consistency in style and tone.
SL.7.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
SL.8.7	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
SL.9-10.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

SL.11-12.7	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	a. Vary syntax for effect, consulting references for guidance as needed.
	b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

SPEAKING AND LISTENING – LANGUAGE IN SPEAKING & LISTENING	
CL.SL.p4.5	With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.
SL.K.8	Use words and phrases acquired through conversations, reading, and through being read to.
SL.1.8	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.
SL.2.8	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
SL.3.8	Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.
SL.4.8	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 and that are basic to a particular topic.
SL.5.8	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SL.6.8	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.
SL.7.8	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.
SL.8.8	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.
SL.9-10.8	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 level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SL.11-12.8	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

	READING: LITERATURE – LANGUAGE IN READING: LITERATURE
	N/A
RL.K.10	(Begins in Grade 2)
RL.1.10	(Begins in Grade 2)
RL.2.10	Use knowledge of language and its conventions to compare formal and informal uses of English.
RL.3.10	Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English
RL.4.10	Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
RL.5.10	Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
RL.6.10	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.
RL.7.10	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.
RL.8.10	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.
RL.9-10.10	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.
RL.11-12.10	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.

READING: LITERATURE – LANGUAGE IN READING: LITERATURE	
CL.LS.p4.3	Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).
RL.K.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Kindergarten reading and content*. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
RL.1.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 1 reading and content*, choosing flexibly from a variety of strategies. a. Use sentence-level context as a clue to the meaning of a word. b. Use frequently-occurring affixes as a clue to the meaning of a word or phrase. c. Identify frequently-occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
RL.2.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from a variety of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy) c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
RL.3.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 3 reading and content*, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
RL.4.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 4 reading and content*, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common Greek and Latin affixes found in Grade 4 literature as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
RL.5.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 5 reading and content*, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

RL.6.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context 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. c. Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 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).
RL.7.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context 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. c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.
RL.8.11	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context 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., precede, recede, secede). c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.
RL.9-10.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. 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. d. Verify the preliminary determination of the meaning of a word or phrase.
RL.11-12.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). 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, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase.

READING: LITERATURE – LANGUAGE IN READING: LITERATURE	
CL.LS.p4.4	*With guidance and support*, explores word relationships and nuances in word meanings. a. Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites. b. Distinguishes among some verbs describing the same general action by acting out the meanings.
RL.K.12	*With guidance and support from adults*, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
RL.1.12	*With guidance and support from adults*, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes. c. Identify real-life connections between words and their uses. d. Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.
RL.2.12	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use. b. Distinguish shades of meaning among closely-related verbs and closely-related adjectives.
RL.3.12	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and figurative meanings of words and phrases in context. b. Identify real-life connections between words and their uses. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
RL.4.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs in context. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
RL.5.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationships between particular words (e.g., synonyms) to better understand each of the words.
RL.6.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions).
RL.7.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions).
RL.8.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions).

RL.9-10.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
RL.11-12.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.