



Grade **K**

Common Core Correlation	UNIT 1						UNIT 2						UNIT 3						
	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	
Common Core Standards: Language																			
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <ul style="list-style-type: none"> • Print many upper and lowercase letters • Use frequently occurring nouns and verbs 			•	•	•	•					•	•	•						
<ul style="list-style-type: none"> • Understand and use question words (interrogatives) (e.g., who, what, where...) • Produce and expand complete sentences in shared language activities 																		•	•
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun “I” • Recognize and name end punctuation 			•	•	•	•													
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings <ul style="list-style-type: none"> • Identify real-life connections between words and their use (i.e., note places at school that are colorful) 										•	•	•	•	•					
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text	•		•	•	•		•	•		•			•		•			•	
Common Core Standards: Speaking and Listening																			
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts <ul style="list-style-type: none"> • Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking) • Continue a conversation through multiple exchanges 	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.K.4 Describe familiar people, places, things, and events with prompting and support	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail	•	•																	
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Common Core Standards: Writing																			
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Common Core Standards: Reading																			
RF.K.1 Demonstrate understanding of the organization and basic features of print <ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page • Recognize that spoken words are represented in written language by specific sequences of letters • Understand that words are separated by spaces in print • Recognize and name all upper- and lowercase letters of the alphabet 	•	•																	

Grade 1



Common Core Correlation	UNIT 1					UNIT 2						UNIT 3						
	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 07
Common Core Standards: Language																		
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking																		
• Use common, proper, and possessive nouns										•								
• Use singular and plural nouns with matching verbs in basic sentences											•	•				•	•	•
• Use frequently occurring adjectives										•		•						
• Use determiners (articles, demonstratives, modifiers)																•		
• Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences	•	•	•	•														
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	•	•																
• Capitalize names of dates and names of people																		
• Use end punctuation for sentences			•	•	•													
L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings												•	•					
• Identify real-life connections between words and their use (a cozy place)																		
• Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance) and adjectives differing intensity (e.g., large, gigantic) by defining or choosing them											•					•	•	
Common Core Standards: Speaking and Listening																		
SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking)																		
• Build on conversations by responding to the comments of others through multiple exchanges	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Ask questions to clear up confusion about the topics and texts under discussion	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.1.5 Add drawings or other visual displays to descriptions						•	•	•										
SL.1.6 Produce complete sentences when appropriate to task and situation	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Common Core Standards: Writing																		
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Common Core Standards: Reading																		
RF.1.1 Demonstrate understanding of the organization and basic features of print						•	•	•										
• Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)	•	•	•	•	•													

Grade 2



Common Core Correlation	UNIT 1						UNIT 2						UNIT 3						
	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 07
Common Core Standards: Language																			
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking			•			•													
• Use collective nouns																			
• Use frequently occurring irregular plural nouns			•		•	•													
• Form and use the past tense of frequently occurring irregular verbs				•	•	•													
• Use adjectives and adverbs and choose between them depending on what is to be modified					•														
• Use determiners (articles, demonstratives, modifiers)													•						
• Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences														•					
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing										•	•	•							
• Capitalize holidays, product names, geographic places, greetings and closings of letters	•	•																	
• Use commas in greetings and closings of letters	•	•																	
• Use an apostrophe to form possessives																	•	•	•
L.2.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings					•	•													
• Identify real-life connections between words and their use (e.g., a cozy place, spicy food)																			
• Distinguish shades of meaning among related adjectives and verbs.				•	•	•													
Common Core Standards: Speaking and Listening																			
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Follow agreed-upon rules for discussions (e.g., gaining the floor in a respectful way)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Build on other's talk in conversations by linking their comments to the remarks of others	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Ask for clarification and further explanation as needed about the topics and texts under discussion	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.2.6 Produce complete sentences when appropriate to task and situation	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Common Core Standards: Writing																			
W.2.5 With guidance and support from adults, focus on a topic and strengthen writing	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
W.2.8 Recall information from experiences or gather information from provided sources to answer a question	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Grade 3



Common Core Correlation	UNIT 1						UNIT 2					UNIT 3						
	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 07
Common Core Standards: Language																		
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking																		
• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences													•			•		
• Form and use the past tense of frequently occurring irregular verbs													•					
• Form and use the simple verb tenses													•					
• Ensure subject/verb agreement																		
• Produce simple, compound, and complex sentences																	•	•
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing																		
• Capitalize appropriate words in titles and geographic places																		
• Use commas in addresses																		
• Form and use possessives																		
L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings																		
• Choose words and phrases for effect																		
Common Core Standards: Speaking and Listening																		
SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Follow agreed-upon rules for discussion (e.g., gaining the floor in a respectful way)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Explain their own ideas and understanding during discussion	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Common Core Standards: Writing																		
W.3.3																		
• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences																		
• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations																		
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose																		

Grade 4



Common Core Correlation	UNIT 1					UNIT 2						UNIT 3						
	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 07
Common Core Standards: Language																		
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking																		
• Use relative pronouns (who, what, whom, which . . .) and relative adjectives				•														
• Form and use the progressive verb tenses						•												
• Order adjectives within sentences according to conventional patterns												•	•	•				
• Produce one complete sentence recognizing and correcting inappropriate fragments and run-ons															•			
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing											•	•						
• Use correct capitalization																		
• Use commas and quotation marks to mark direct speech and quotations								•										
Common Core Standards: Speaking and Listening																		
SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Come to discussions prepared, having read or studied required material; explicitly draw on that preparatio and other information about the topic to explore ideas	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Follow agreed-upon rules for discussions and carry out assigned roles	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Review key ideas expressed and explain their own ideas and understanding in light of the discussion	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Common Core Standards: Writing																		
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences			•															
• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations			•															
• Use concrete words and phrases and sensory details to convey experiences and events precisely												•	•	•	•	•		
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Grade 5



Common Core Correlation	UNIT 1					UNIT 2						UNIT 3						
	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 01	LSN 02	LSN 03	LSN 04	LSN 05	LSN 06	LSN 07
Common Core Standards: Language																		
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking																		
• Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences															•	•		
• Form and use the perfect verb tenses															•	•		
• Use verb tense to convey various times, sequences, states, and conditions																•	•	
• Recognize and correct inappropriate shifts in verb tense																•	•	
• Use correlative conjunctions															•	•		
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing						•	•											
• Use punctuation to separate items in a series						•	•											
• Use a comma to separate an introductory element from the rest of the sentence						•	•											
• Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence						•												
Common Core Standards: Speaking and Listening																		
SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information about the topic to explore ideas	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Follow agreed-upon rules for discussions and carry out assigned roles	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Pose and respond to specific questions by making comments that contribute to the discussion	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Common Core Standards: Writing																		
W.5.2 Use precise language and domain-specific vocabulary to inform about or explain the topic	•	•																
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences						•				•								
• Use a variety of transitional words, phrases, and clauses to manage the sequence of events				•														
• Use concrete words and phrases and sensory details to convey experiences and events precisely	•	•																
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Grade 6

Common Core Correlation	PUNCTUATION							PARTS OF SPEECH					SENT. STRUCTURE/CLARITY			STYLE & TONE					
	IRA 01	ML 02	ML 03	ML 04	IRA 05	ML 06	ML 07	IRA 01	ML 02	ML 03	IRA 04	ML 05	IRA 01	ML 02	ML 03	IRA 01	ML 02	IRA 03	ML 04	ML 05	CML
Common Core Standards: Speaking and Listening																					
Comprehension and Collaboration																					
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	•				•			•			•		•					•			
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	•				•			•			•		•					•			
b. With guidance and support from adults, work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.	•				•			•			•		•					•			
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	•				•			•			•		•					•			
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	•				•			•			•		•					•			
Presentation of Knowledge and Ideas																					
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	•				•			•			•		•					•			
Common Core Standards: Language																					
Conventions																					
L.6.1 Observe conventions of grammar and usage when writing or speaking.								•	•	•	•	•	•	•	•	•	•	•	•	•	•
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).								•	•	•	•	•	•	•	•	•	•	•	•	•	•
b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).								•	•	•	•	•	•	•	•	•	•	•	•	•	•
c. Recognize and correct inappropriate shifts in pronoun number and person.								•	•	•	•	•	•	•	•	•	•	•	•	•	•
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								•	•	•	•	•	•	•	•	•	•	•	•	•	•
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.6.2 Observe conventions of capitalization, punctuation, and spelling when writing.	•	•	•	•	•	•	•														•
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	•	•	•	•	•	•	•														•
b. Spell correctly.	•	•	•	•	•	•	•														•

Grade 6

Common Core Correlation	PUNCTUATION							PARTS OF SPEECH					SENT. STRUCTURE/CLARITY			STYLE & TONE					CML
	IRA 01	ML 02	ML 03	ML 04	IRA 05	ML 06	ML 07	IRA 01	ML 02	ML 03	IRA 04	ML 05	IRA 01	ML 02	ML 03	IRA 01	ML 02	IRA 03	ML 04	ML 05	
Effective Language Use																					
L.6.3 Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
a. Vary sentence patterns for meaning, reader/listener interest, and style.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
b. Maintain consistency in style and tone.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Vocabulary Acquisition and Usage																					
L.6.4 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 (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.					•																•
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).					•																•
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.					•																•
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).					•																•
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.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.																•	•	•	•	•	•
a. Interpret figures of speech (e.g., personification) 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) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).																•	•	•	•	•	•
Common Core Standards: Writing																					
Text Types and Purposes																					
W.6.1 Write arguments to support claims with clear reasons and relevant evidence.																			•	•	•
a. Introduce claim(s) and organize the reasons and evidence clearly.																			•	•	•
b. Maintain consistency in style and tone.																			•	•	•
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.																			•	•	•
d. Establish and maintain a formal style.																			•	•	•
e. Provide a concluding statement or section that follows from the argument presented.																			•	•	•

Grade 6



Common Core Correlation	PUNCTUATION							PARTS OF SPEECH					SENT. STRUCTURE/CLARITY			STYLE & TONE					
	IRA 01	ML 02	ML 03	ML 04	IRA 05	ML 06	ML 07	IRA 01	ML 02	ML 03	IRA 04	ML 05	IRA 01	ML 02	ML 03	IRA 01	ML 02	IRA 03	ML 04	ML 05	CML
Production and Distribution of Writing																					
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Common Core Standards: Reading Standards for Literature																					
Craft and Structure																					
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.																		•			•
Common Core Standards: Reading Standards for Informational Text																					
Craft and Structure																					
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.													•	•				•	•	•	

Grade 7



Common Core Correlation	PARTS OF SPEECH			PUNCTUATION		SENT. STRUCTURE/CLARITY							STYLE & TONE						TEXT LAYOUT			
	IRA 01	ML 02	ML 03	IRA 01	ML 02	IRA 01	ML 02	ML 03	ML 04	ML 05	IRA 06	ML 07	IRA 01	ML 02	IRA 03	ML 04	IRA 05	ML 06	IRA 01	ML 02	CML	
Common Core Standards: Reading Standards for Informational Text																						
Craft and Structure																						
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.																						
Common Core Standards: Speaking and Listening																						
Comprehension and Collaboration																						
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Common Core Standards: Language																						
Conventions																						
L.7.1 Observe conventions of grammar and usage when writing or speaking.	•	•	•			•	•	•	•	•							•	•				•
a. Explain the function of phrases and clauses in general and their function in specific sentences.	•	•	•			•	•	•	•	•							•	•				•
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.	•	•	•			•	•	•	•	•							•	•				•
L.7.2 Observe conventions of capitalization, punctuation, and spelling when writing.				•	•																	•
a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).				•	•																	•
b. Spell correctly.				•	•																	•
L.7.3 Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.	•	•	•								•	•	•	•	•	•	•	•	•	•	•	•
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	•	•	•								•	•	•	•	•	•	•	•	•	•	•	•

Grade 7



Common Core Correlation	PARTS OF SPEECH			PUNCTUATION		SENT. STRUCTURE/CLARITY							STYLE & TONE						TEXT LAYOUT		
	IRA 01	ML 02	ML 03	IRA 01	ML 02	IRA 01	ML 02	ML 03	ML 04	ML 05	IRA 06	ML 07	IRA 01	ML 02	IRA 03	ML 04	IRA 05	ML 06	IRA 01	ML 02	CML
Vocabulary Acquisition and Usage																					
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.																					
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.																					
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.																					
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).																					
L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.	•	•	•										•	•	•	•	•	•			•
Common Core Standards: Writing																					
Production and Distribution of Writing																					
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Grade 8



Common Core Correlation	PARTS OF SPEECH							PUNCTUATION					STYLE & TONE		SENT. STRUCTURE/CLARITY			CML
	IRA 01	ML 02	ML 03	IRA 04	ML 05	ML 06	ML 07	IRA 01	ML 02	ML 03	IRA 04	ML 05	IRA 01	ML 02	IRA 01	ML 02	ML 03	
Common Core Standards: Speaking and Listening																		
Comprehension and Collaboration																		
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
c. Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others' questions and comments with relevant evidence, observations, and ideas.	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.8.3 Delineate a speaker's argument and specific claims, evaluating the validity of the reasoning and sufficiency of the evidence.													•	•	•	•	•	•
Presentation of Knowledge and Ideas																		
SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	•	•	•	•	•	•	•	•	•	•	•	•						•
Common Core Standards: Language																		
Conventions in Writing and Speaking																		
L.8.1 Observe conventions of grammar and usage when writing or speaking.	•	•	•	•	•	•	•						•	•	•	•	•	•
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	•	•	•	•	•	•	•						•	•	•	•	•	•
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.	•	•	•	•	•	•	•						•	•	•	•	•	•
L.8.2 Observe conventions of 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.								•	•		•	•						•
Effective Language Use																		
L.8.3 Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.	•	•	•	•	•	•	•			•			•	•	•	•	•	•
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).	•	•	•	•	•	•	•			•			•	•	•	•	•	•
Common Core Standards: Writing																		
Production and Distribution of Writing																		
W.8.4 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•