

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** Massachusetts Curriculum Frameworks  
**Subject:** Language Arts  
**Grades:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

## Spelling Classroom

### Scrambled Sentences

Summary: Drag and drop the words to form a correct sentence before the time runs out.

#### Massachusetts Curriculum Frameworks

#### Language Arts

Grade 1 - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>MA.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.R.4.</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>FOCUS / COURSE</b>	<b>MA.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.L.1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>FOCUS / COURSE</b>	<b>MA.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.L.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.L.6.</b>	Acquire and use accurately a range of 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.
<b>FOCUS / COURSE</b>	<b>MA.RF.1.</b>	<b>Grade 1 Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Fluency</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.1.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATOR</b>	<b>RF.1.4.c.</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>FOCUS / COURSE</b>	<b>MA.L.1.</b>	<b>Grade 1 Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.1.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
<b>INDICATOR</b>	<b>L.1.4.a.</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>FOCUS / COURSE</b>	<b>MA.L.1.</b>	<b>Grade 1 Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.1.6.</b>	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>MA.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.R.4.</b>	<b>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
<b>FOCUS / COURSE</b>	<b>MA.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>FOCUS / COURSE</b>	<b>MA.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.L.6.</b>	<b>Acquire and use accurately a range of 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.</b>
<b>FOCUS / COURSE</b>	<b>MA.RI.2.</b>	<b>Grade 2 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.2.4.</b>	<b>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</b>
<b>FOCUS / COURSE</b>	<b>MA.RF.2.</b>	<b>Grade 2 Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Fluency</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.2.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>INDICATOR</b>	<b>RF.2.4.c.</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>FOCUS / COURSE</b>	<b>MA.L.2.</b>	<b>Grade 2 Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.2.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</b>
<b>INDICATOR</b>	<b>L.2.4.a.</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>
<b>FOCUS / COURSE</b>	<b>MA.L.2.</b>	<b>Grade 2 Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.2.6.</b>	<b>Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</b>

Massachusetts Curriculum Frameworks

Language Arts

Grade 3 - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>MA.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>

STANDARD / CONCEPT / SKILL	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
FOCUS / COURSE	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOCUS / COURSE	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	CCRA.L.6.	Acquire and use accurately a range of 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.
FOCUS / COURSE	MA.RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	MA.RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	MA.W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
FOCUS / COURSE	MA.L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.3.4.	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.
INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
FOCUS / COURSE	MA.L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Massachusetts Curriculum Frameworks

Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE	MA.CCRA.R.	College and Career Readiness Anchor Standards for Reading
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<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>FOCUS / COURSE</b>	MA.CCRA.L.	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>FOCUS / COURSE</b>	MA.CCRA.L.	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.6.	Acquire and use accurately a range of 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.
<b>FOCUS / COURSE</b>	MA.RI.4.	<b>Grade 4 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
<b>FOCUS / COURSE</b>	MA.RF.4.	<b>Grade 4 Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Fluency</b>
<b>STANDARD / CONCEPT / SKILL</b>	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATOR</b>	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>FOCUS / COURSE</b>	MA.W.4.	<b>Grade 4 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
<b>INDICATOR</b>	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
<b>FOCUS / COURSE</b>	MA.L.4.	<b>Grade 4 Language Standards [L]</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
<b>INDICATOR</b>		<b>Sentence Structure and Meaning</b>
<b>EXPECTATION</b>	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
<b>FOCUS / COURSE</b>	MA.L.4.	<b>Grade 4 Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	L.4.4.	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.
<b>INDICATOR</b>	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>FOCUS / COURSE</b>	MA.L.4.	<b>Grade 4 Language Standards [L]</b>

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	L.4.6.	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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

**Massachusetts Curriculum Frameworks**

**Language Arts**

Grade 5 - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>MA.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>FOCUS / COURSE</b>	<b>MA.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>FOCUS / COURSE</b>	<b>MA.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.6.	Acquire and use accurately a range of 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.
<b>FOCUS / COURSE</b>	<b>MA.RI.5.</b>	<b>Grade 5 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
<b>FOCUS / COURSE</b>	<b>MA.RF.5.</b>	<b>Grade 5 Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Fluency</b>
<b>STANDARD / CONCEPT / SKILL</b>	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATOR</b>	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>FOCUS / COURSE</b>	<b>MA.W.5.</b>	<b>Grade 5 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>INDICATOR</b>	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
<b>FOCUS / COURSE</b>	<b>MA.L.5.</b>	<b>Grade 5 Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	L.5.4.	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.
<b>INDICATOR</b>	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the

meaning of a word or phrase.

## Massachusetts Curriculum Frameworks

### Language Arts

Grade 6 - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>MA.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.R.4.</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>FOCUS / COURSE</b>	<b>MA.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.L.1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.L.2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>MA.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.L.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.L.6.</b>	Acquire and use accurately a range of 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.
<b>FOCUS / COURSE</b>	<b>MA.RCA-H.6-8.</b>	<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RCA-H.6-8.4.</b>	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<b>FOCUS / COURSE</b>	<b>MA.RCA-ST.6-8.</b>	<b>Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RCA-ST.6-8.4.</b>	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<b>FOCUS / COURSE</b>	<b>MA.RI.6.</b>	<b>Grade 6 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.6.4.</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
<b>FOCUS / COURSE</b>	<b>MA.W.6.</b>	<b>Grade 6 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.6.5.</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>INDICATOR</b>	<b>W.6.5.a.</b>	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
<b>FOCUS / COURSE</b>	<b>MA.L.6.</b>	<b>Grade 6 Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.6.4.</b>	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.



INDICATOR	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.
INDICATOR	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).
FOCUS / COURSE	MA.L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	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.

## Massachusetts Curriculum Frameworks

### Language Arts

Grade 7 - Adopted: 2017

FOCUS / COURSE	MA.CCRA.R.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
FOCUS / COURSE	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	CCRA.L.6.	Acquire and use accurately a range of 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.
FOCUS / COURSE	MA.RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
FOCUS / COURSE	MA.RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
FOCUS / COURSE	MA.RI.7.	Grade 7 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	MA.W.7.	Grade 7 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.7.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
INDICATOR	W.7.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).
FOCUS / COURSE	MA.L.7.	Grade 7 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.7.4.	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.
INDICATOR	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.
INDICATOR	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).

## Massachusetts Curriculum Frameworks

### Language Arts

Grade 8 - Adopted: 2017

FOCUS / COURSE	MA.CCRA.R.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
FOCUS / COURSE	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	CCRA.L.6.	Acquire and use accurately a range of 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.
FOCUS / COURSE	MA.RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
FOCUS / COURSE	MA.RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
FOCUS / COURSE	MA.RI.8.	Grade 8 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)



<b>FOCUS / COURSE</b>	<b>MA.W.8.</b>	<b>Grade 8 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.8.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</b>
<b>INDICATOR</b>	<b>W.8.5.a.</b>	<b>Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).</b>
<b>FOCUS / COURSE</b>	<b>MA.L.8.</b>	<b>Grade 8 Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.8.4.</b>	<b>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.</b>
<b>INDICATOR</b>	<b>L.8.4.a.</b>	<b>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>
<b>INDICATOR</b>	<b>L.8.4.d.</b>	<b>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).</b>

## Massachusetts Curriculum Frameworks

### Language Arts

Grade 9 - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>MA.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.R.4.</b>	<b>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
<b>FOCUS / COURSE</b>	<b>MA.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>FOCUS / COURSE</b>	<b>MA.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.L.3.</b>	<b>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 or listening.</b>
<b>FOCUS / COURSE</b>	<b>MA.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.L.6.</b>	<b>Acquire and use accurately a range of 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.</b>
<b>FOCUS / COURSE</b>	<b>MA.RI.9-10.</b>	<b>Grades 9–10 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.9-10.4.</b>	<b>Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</b>
<b>FOCUS / COURSE</b>	<b>MA.W.9-10.</b>	<b>Grades 9–10 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.9-10.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>
<b>INDICATOR</b>	<b>W.9-</b>	<b>Demonstrate command of standard English conventions (as described in Language</b>

	10.5.a.	Standards 1–3 up to and including grades 9–10).
<b>FOCUS / COURSE</b>	MA.L.9-10.	Grades 9–10 Language Standards [L]
<b>STRAND</b>		Vocabulary Acquisition and Use
<b>STANDARD / CONCEPT / SKILL</b>	L.9-10.4.	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.
<b>INDICATOR</b>	L.9-10.4.a.	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.
<b>INDICATOR</b>	L.9-10.4.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).
<b>FOCUS / COURSE</b>	MA.RCA-H.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
<b>STRAND</b>		Craft and Structure
<b>STANDARD / CONCEPT / SKILL</b>	RCA-H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>FOCUS / COURSE</b>	MA.RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
<b>STRAND</b>		Craft and Structure
<b>STANDARD / CONCEPT / SKILL</b>	RCA-ST.9-10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

## Massachusetts Curriculum Frameworks

### Language Arts

Grade 10 - Adopted: 2017

<b>FOCUS / COURSE</b>	MA.CCRA.R.	College and Career Readiness Anchor Standards for Reading
<b>STRAND</b>		Craft and Structure
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>FOCUS / COURSE</b>	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
<b>STRAND</b>		Conventions of Standard English
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
<b>STRAND</b>		Vocabulary Acquisition and Use
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.6.	Acquire and use accurately a range of 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.
<b>FOCUS / COURSE</b>	MA.RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
<b>STRAND</b>		Craft and Structure
<b>STANDARD / CONCEPT / SKILL</b>	RI.9-10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
<b>FOCUS / COURSE</b>	MA.W.9-10.	Grades 9–10 Writing Standards [W]

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>INDICATOR</b>	W.9-10.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).
<b>FOCUS / COURSE</b>	MA.L.9-10.	<b>Grades 9–10 Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	L.9-10.4.	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.
<b>INDICATOR</b>	L.9-10.4.a.	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.
<b>INDICATOR</b>	L.9-10.4.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).
<b>FOCUS / COURSE</b>	MA.RCA-H.9-10.	<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	RCA-H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>FOCUS / COURSE</b>	MA.RCA-ST.9-10.	<b>Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	RCA-ST.9-10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

## Massachusetts Curriculum Frameworks

### Language Arts

Grade 11 - Adopted: 2017

<b>FOCUS / COURSE</b>	MA.CCRA.R.	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>FOCUS / COURSE</b>	MA.CCRA.L.	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	MA.CCRA.L.	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.6.	Acquire and use accurately a range of 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.
<b>FOCUS / COURSE</b>	MA.RI.11-12.	<b>Grades 11–12 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	RI.11-12.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g.,

		how Madison defines faction in Federalist No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
<b>FOCUS / COURSE</b>	<b>MA.W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.11-12.5.</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>INDICATOR</b>	<b>W.11-12.5.a.</b>	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 11–12).
<b>FOCUS / COURSE</b>	<b>MA.L.11-12.</b>	<b>Grades 11–12 Language [L]</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.11-12.1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 11–12 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
<b>INDICATOR</b>		Word Usage
<b>EXPECTATION</b>	<b>L.11-12.1.a.</b>	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
<b>EXPECTATION</b>	<b>L.11-12.1.b.</b>	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.
<b>FOCUS / COURSE</b>	<b>MA.L.11-12.</b>	<b>Grades 11–12 Language [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.11-12.4.</b>	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.
<b>INDICATOR</b>	<b>L.11-12.4.a.</b>	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.
<b>INDICATOR</b>	<b>L.11-12.4.d.</b>	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).
<b>FOCUS / COURSE</b>	<b>MA.RCA-H.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RCA-H.11-12.4.</b>	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>FOCUS / COURSE</b>	<b>MA.RCA-ST.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RCA-ST.11-12.4.</b>	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

## Massachusetts Curriculum Frameworks

### Language Arts

Grade 12 - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>MA.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.R.4.</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>FOCUS / COURSE</b>	<b>MA.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.L.1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>STANDARD /</b>	<b>CCRA.L.2</b>	Demonstrate command of the conventions of standard English capitalization,

CONCEPT / SKILL	.	punctuation, and spelling when writing.
FOCUS / COURSE	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	CCRA.L.6.	Acquire and use accurately a range of 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.
FOCUS / COURSE	MA.RI.11-12.	Grades 11–12 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.11-12.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	MA.W.11-12.	Grades 11–12 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.11-12.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 11–12).
FOCUS / COURSE	MA.L.11-12.	Grades 11–12 Language [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 11–12 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Word Usage
EXPECTATION	L.11-12.1.a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
EXPECTATION	L.11-12.1.b.	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.
FOCUS / COURSE	MA.L.11-12.	Grades 11–12 Language [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.11-12.4.	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.
INDICATOR	L.11-12.4.a.	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.
INDICATOR	L.11-12.4.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).
FOCUS / COURSE	MA.RCA-H.11-12.	Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.11-12.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
FOCUS / COURSE	MA.RCA-ST.11-12.	Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-ST.11-12.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

