

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** Maryland College and Career-Ready Standards  
**Subject:** Language Arts  
**Grades:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

## Spelling Classroom

### Spelling Test

Summary: Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling.

#### Maryland College and Career-Ready Standards

##### Language Arts

Grade 1 - Adopted: 2014

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL4.CCR.</b>	<b>Anchor Standard: 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>OBJECTIVE</b>	<b>1.RL4.</b>	<b>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b>
<b>EXPECTATION</b>	<b>1.RL4.3.</b>	<b>Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS L.1.5c)</b>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W1.CCR.</b>	<b>Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
<b>OBJECTIVE</b>	<b>1.W1-b.</b>	<b>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure – Supply a reason that supports the opinion.</b>
<b>EXPECTATION</b>	<b>1.W1-b.3.</b>	<b>Draft a simple sentence or sentences to express an opinion and reason: Use common, proper, and possessive nouns (CCSS L.1.1b); Use personal, possessive, and indefinite pronouns (e.g., I, me, my) (CCSS L.1.1d); Use frequently occurring conjunctions (e.g., and, but, or, so, because) (CCSS L.1.1g); Use end punctuation for sentences (CCSS L.1.2b); Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (CCSS L.1.2e).</b>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W2.CCR.</b>	<b>Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>OBJECTIVE</b>	<b>1.W2-b.</b>	<b>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and prove some sense of closure – Supply some facts about the topic.</b>
<b>EXPECTATION</b>	<b>1.W2-b.4.</b>	<b>Write several sentences using the facts that are all related to the topic: Produce complete simple and compound sentences (CCSS L.1.1f); Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (CCSS L.1.2d).</b>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W3.CCR.</b>	<b>Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
<b>OBJECTIVE</b>	<b>1.W3-b.</b>	<b>Write narratives in which they recount two or more appropriately sequenced events,</b>

		include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure – Include some details regarding what happened.
EXPECTATION	1.W3-b.1.	Apply knowledge of story structure: Produce complete simple sentences (CCSS L.1.1j); Use verbs to convey a sense of past, present, and future (CCSS L.1.1e); Use frequently occurring adjectives (CCSS L.1.1f); Use determiners (e.g., articles demonstratives) (CCSS L.1.1h); Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (CCSS L.1.2e).
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	1.L2-d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	1.L2-d.2.	Identify the spellings for frequently occurring irregular words.
EXPECTATION	1.L2-d.3.	Practice and apply the correct spelling of words with common spelling patterns and frequently occurring irregular words.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	1.L2-e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
EXPECTATION	1.L2-e.2.	Use sound-spelling correspondences to approximate the spelling of unknown words in writing.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5-a.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings – Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
EXPECTATION	1.L5-a.1.	Identify commonalities and underlining concepts among groups of words.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5-b.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings – Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
EXPECTATION	1.L5-b.1.	Discuss key attributes of words to identify a category.

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition

INDICATOR / PROFICIENCY LEVEL	2.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	2.RF3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	2.RF3.e.1	Identify and apply the rules for sound-spelling correspondences, including exceptions.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	2.L2-d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
EXPECTATION	2.L2-d.2.	Demonstrate use of learned spelling patterns when writing.

### Maryland College and Career-Ready Standards

#### Language Arts

Grade 3 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: 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.
OBJECTIVE	3.RL4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
EXPECTATION	3.RL4.5.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (CCSS L.3.5b)
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	3.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	3.RF3.c.	Decode multisyllable words.
EXPECTATION	3.RF3.c.3	Confirm decoding efforts through word meanings and word order.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	3.L2-e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	3.L2-e.1.	Identify the correct spellings for grade-level frequently occurring irregular words.
EXPECTATION	3.L2-e.2.	Modify spelling of base words as needed when adding inflectional endings and suffixes.
EXPECTATION	3.L2-e.4.	Analyze writing models for correct spelling of high-frequency words.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	3.L2-f.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
EXPECTATION	3.L2-f.1.	Apply previously learned spelling patterns and generalizations to spell grade-appropriate words correctly.
EXPECTATION	3.L2-f.2.	Apply knowledge of syllable types to spell multisyllabic words.
EXPECTATION	3.L2-f.4.	Analyze writing models for correct spelling.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L3.CCR.</b>	<b>Anchor Standard: 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>
OBJECTIVE	3.L3-b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Recognize and observe differences between the conventions of spoken and written standard English.
EXPECTATION	3.L3-b.2.	Demonstrate conventions of spoken and written English in conversations and writing.

**Maryland College and Career-Ready Standards**

**Language Arts**

Grade 4 - Adopted: 2014

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L2.CCR.</b>	<b>Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	4.L2-d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell grade-appropriate words correctly, consulting references as needed.
EXPECTATION	4.L2-d.1.	Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly.
EXPECTATION	4.L2-d.2.	Use knowledge of word structure and word origins to spell grade-appropriate words.
EXPECTATION	4.L2-d.4.	Use word processing technology when appropriate to demonstrate correct spelling of grade-appropriate words.
EXPECTATION	4.L2-d.5.	Analyze writing models for correct spelling.

**Maryland College and Career-Ready Standards**

**Language Arts**

Grade 5 - Adopted: 2014

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L2.CCR.</b>	<b>Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	5.L2-e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell grade-appropriate words correctly, consulting references as needed.
EXPECTATION	5.L2-e.1.	Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly.
EXPECTATION	5.L2-e.2.	Use knowledge of word structure and word origins to spell grade-appropriate words.
EXPECTATION	5.L2-e.4.	Use word processing prompts when appropriate to correct spelling of grade-appropriate words.
EXPECTATION	5.L2-e.5.	Analyze writing models for correct spelling.

**Language Arts**

Grade 6 - Adopted: 2014

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI1.CCR.</b>	<b>Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
<b>OBJECTIVE</b>	<b>6.RI1.</b>	<b>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>EXPECTATION</b>	<b>6.RI1.6.</b>	<b>Use relationships between words for understanding (See CCSS L.6.5b).</b>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI4.CCR.</b>	<b>Anchor Standard: 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>OBJECTIVE</b>	<b>6.RI4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</b>
<b>EXPECTATION</b>	<b>6.RI4.6.</b>	<b>Verify an inferred meaning of a word or phrase in reference materials (See CCSS L.6.4c).</b>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W1.CCR.</b>	<b>Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
<b>OBJECTIVE</b>	<b>6.W1-b.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence – Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</b>
<b>EXPECTATION</b>	<b>6.W1-b.3.</b>	<b>Compose a draft of the body with attention to: effective organization of support for a claim or claims; subject-verb and pronoun-antecedent agreement (See CCSS L.6.2e); formation of complete sentences (See CCSS L.6.1f); varying sentence patterns (See CCSS L.6.3a); pronouns written in the proper case (See CCSS L.6.1a); recognition of inappropriate shifts in pronoun number and person (See CCSS L.6.1c); frequently confused words (See CCSS L.6.1g); spelling correctly (See CCSS L.6.2b).</b>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W2.CCR.</b>	<b>Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>OBJECTIVE</b>	<b>6.W2-c.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content – Use appropriate transitions to clarify the relationships among ideas and concepts.</b>
<b>EXPECTATION</b>	<b>6.W2-c.1.</b>	<b>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (CCSS L.6.5b)</b>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L1.CCR.</b>	<b>Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
<b>OBJECTIVE</b>	<b>6.L1-a.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Ensure that pronouns are in the proper case (subjective, objective, possessive).</b>
<b>EXPECTATION</b>	<b>6.L1-a.4.</b>	<b>Spell correctly. (CCSS L.6.2b)</b>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC /</b>		<b>Conventions of Standard English</b>

<b>INDICATOR</b>		
<b>INDICATOR / PROFICIENCY LEVEL</b>	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>OBJECTIVE</b>	6.L2-b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell correctly.
<b>EXPECTATION</b>	6.L2-b.1.	Spell correctly grade-appropriate general academic and domain-specific words (See CCSS L.6.6).
<b>EXPECTATION</b>	6.L2-b.2.	Use print, digital resources, and internalized knowledge to support correct spelling.
<b>STRAND / TOPIC / STANDARD</b>	MD.L.	Standards for Language (L)
<b>TOPIC / INDICATOR</b>		Vocabulary Acquisition and Use
<b>INDICATOR / PROFICIENCY LEVEL</b>	L4.CCR.	Anchor Standard: 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>OBJECTIVE</b>	6.L4-d.	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 – 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>EXPECTATION</b>	6.L4-d.1.	Apply an understanding of the skills in L4 a-c to verify word meaning.
<b>STRAND / TOPIC / STANDARD</b>	MD.L.	Standards for Language (L)
<b>TOPIC / INDICATOR</b>		Vocabulary Acquisition and Use
<b>INDICATOR / PROFICIENCY LEVEL</b>	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>OBJECTIVE</b>	6.L5-b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<b>EXPECTATION</b>	6.L5-b.1.	Apply an understanding of connections between words including cause/effect, part/whole, and item/category to a critical reading of a text.
<b>EXPECTATION</b>	6.L5-b.2.	Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.

## Maryland College and Career-Ready Standards

### Language Arts

Grade 7 - Adopted: 2014

<b>STRAND / TOPIC / STANDARD</b>	MD.RI.	Standards for Reading Informational Text (RI)
<b>TOPIC / INDICATOR</b>		Key Ideas and Details
<b>INDICATOR / PROFICIENCY LEVEL</b>	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>OBJECTIVE</b>	7.RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>EXPECTATION</b>	7.RI1.6.	Use relationships between words for understanding (See CCSS L.7.5b).
<b>STRAND / TOPIC / STANDARD</b>	MD.W.	Standards for Writing (W)
<b>TOPIC / INDICATOR</b>		Text Types and Purposes
<b>INDICATOR / PROFICIENCY LEVEL</b>	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>OBJECTIVE</b>	7.W1-b.	Write arguments to support claims with clear reasons and relevant evidence – Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
<b>EXPECTATION</b>	7.W1-b.3.	Compose a draft of the body with attention to: effective organization of support for a claim or claims; subject-verb and pronoun-antecedent agreement (See CCSS L.7.2e); formation of complete sentences (See CCSS L.7.1f); selection of simple, compound, complex, or compound-complex sentences to show relationships among ideas (See CCSS L.7.1b); frequently confused words (See CCSS L.7.1g); spelling correctly (See

		CCSS L.7.2b); inappropriate shifts in pronoun number and person (See CCSS L.7.1c).
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L2.CCR.</b>	<b>Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>OBJECTIVE</b>	<b>7.L2-b.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell correctly.</b>
<b>EXPECTATION</b>	<b>7.L2-b.2.</b>	<b>Use print, digital, and internalized knowledge resources to support correct spelling.</b>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L4.CCR.</b>	<b>Anchor Standard: 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>OBJECTIVE</b>	<b>7.L4-d.</b>	<b>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 – 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>
<b>EXPECTATION</b>	<b>7.L4-d.1.</b>	<b>Apply an understanding of the skills in L4 a-c to verify word meaning.</b>

**Maryland College and Career-Ready Standards  
Language Arts**

Grade 8 - Adopted: 2014

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI1.CCR.</b>	<b>Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
<b>OBJECTIVE</b>	<b>8.RI1.</b>	<b>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>EXPECTATION</b>	<b>8.RI1.6.</b>	<b>Use relationships between words for understanding (See CCSS L.8.5b).</b>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W1.CCR.</b>	<b>Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
<b>OBJECTIVE</b>	<b>8.W1-b.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence – Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</b>
<b>EXPECTATION</b>	<b>8.W1-b.3.</b>	<b>Compose a draft of the body with attention to: effective organization of support for a claim or claims; subject-verb and pronoun-antecedent agreement (See CCSS L.8.2e); formation of complete sentences (See CCSS L.8.1f); using verbs in the passive and active voice (See CCSS L.1b.8); frequently confused words (See CCSS L.8.1g); spelling correctly (See CCSS L.8.2c); recognition of inappropriate shifts in pronoun number and person (See CCSS L.8.1c).</b>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L2.CCR.</b>	<b>Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>OBJECTIVE</b>	<b>8.L2-c.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell correctly.</b>
<b>EXPECTATION</b>	<b>8.L2-c.2.</b>	<b>Use print, digital, and internalized knowledge resources to support correct spelling.</b>
<b>STRAND / TOPIC</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>

<b>/ STANDARD</b>		
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L5.CCR.	<b>Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>OBJECTIVE</b>	8.L5-b.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Use the relationship between particular words to better understand each of the words.</b>
<b>EXPECTATION</b>	8.L5-b.2.	<b>Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.</b>

**Maryland College and Career-Ready Standards**

**Language Arts**

Grade 9 - Adopted: 2014

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L2.CCR.	<b>Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>OBJECTIVE</b>	9-10.L2-c.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell correctly.</b>
<b>EXPECTATION</b>	9-10.L2-c.2.	<b>Use print, digital, and internalized knowledge resources to support correct spelling (See MD TL 5.0).</b>

**Maryland College and Career-Ready Standards**

**Language Arts**

Grade 10 - Adopted: 2014

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L2.CCR.	<b>Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>OBJECTIVE</b>	9-10.L2-c.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell correctly.</b>
<b>EXPECTATION</b>	9-10.L2-c.2.	<b>Use print, digital, and internalized knowledge resources to support correct spelling (See MD TL 5.0).</b>

**Maryland College and Career-Ready Standards**

**Language Arts**

Grade 11 - Adopted: 2014

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L2.CCR.	<b>Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>OBJECTIVE</b>	11-12.L2-b.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell correctly.</b>
<b>EXPECTATION</b>	11-12.L2-b.1.	<b>Spell correctly grade-appropriate general academic and domain-specific words (See CCSS L.11-12.6).</b>
<b>EXPECTATION</b>	11-12.L2-b.2.	<b>Use print, digital, and internalized knowledge resources to support correct spelling (See MD TL 5.0).</b>

**Maryland College and Career-Ready Standards**

**Language Arts**

Grade 12 - Adopted: 2014



<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L2.CCR.</b>	<b>Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>OBJECTIVE</b>	<b>11-12.L2-b.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell correctly.</b>
<b>EXPECTATION</b>	<b>11-12.L2-b.1.</b>	<b>Spell correctly grade-appropriate general academic and domain-specific words (See CCSS L.11-12.6).</b>
<b>EXPECTATION</b>	<b>11-12.L2-b.2.</b>	<b>Use print, digital, and internalized knowledge resources to support correct spelling (See MD TL 5.0).</b>

© 2015 EdGate Correlation Services, LLC. All Rights reserved.  
[Contact Us](#) - [Privacy](#) - [Service Agreement](#)