

PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the Minimally Proficient student	For grade-appropriate texts, the Partially Proficient student	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
Detailed	5.RL.1	explains what the text says explicitly and draws simple inferences.	Reading: Literature paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	accurately quotes strong textual evidence when explaining what the text says explicitly and when drawing complex inferences from the text.
Detailed	5.RL.2	identifies an explicitly stated theme of a story, drama, or poem; provides a basic list of events in a text.	identifies a theme of a story, drama, or poem; identifies the key events or details in a text.	determines a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarizes the text.	determines implicitly stated themes of a story, drama, or poem, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; comprehensively summarizes the text.
Detailed	5.RL.3	identifies differences or similarities between two characters, settings, or events in a story or drama, drawing on simple, explicit details in the text.	determines differences or similarities between two or more characters, settings, or events in a story or drama, using explicit details in the text.	compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	analyzes the similarities and differences between two or more characters, settings, or events in a story or drama, drawing on implicitly stated details in the text (e.g., how characters interact).
Detailed	5.RL.4	identifies the literal meaning of familiar words and phrases as they are used in a text.	distinguishes between literal and figurative meanings of words and phrases as they are used in a text, including recognizing figurative language such as metaphors and similes.	determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	analyzes the meaning of unfamiliar words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Detailed	5.RL.5	identifies a particular chapter, scene, or stanza that provides structure to a particular story, drama, or poem.	explains how a series of chapters, scenes, or stanzas affects the basic structure of a particular story, drama, or poem.	explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	analyzes how a series of chapters, scenes, or stanzas fits together and interacts to provide the overall structure of a particular story, drama, or poem.
Detailed	RL.5.6	identifies a narrator's or speaker's point of view.	describes how a narrator or speaker describes events in a text.	describes how a narrator's or speaker's point of view influences how events are described.	analyzes how a narrator's or speaker's point of view influences how complex events are developed.
Detailed	5.RL.7	identifies how visual and multimedia elements support the meaning of a portion of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	describes how visual and multimedia elements contribute to the meaning of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	analyzes how visual and multimedia elements contribute to the purpose, meaning, or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	analyzes, then evaluates, how visual and multimedia elements contribute to the purpose, meaning, or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Detailed	5.RL.9	identifies various genre- specific characteristics of stories in the same genre (e.g., mysteries and adventure stories), but with little or no connection to the themes and topics.	determines various genre- specific characteristics of stories in the same genre (e.g., mysteries and adventure stories) with similar themes and topics.	compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	compares, contrasts, and analyzes/evaluates stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Detailed	5.RI.1	explains what the text says explicitly and draws simple inferences.	Reading: Informational T paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	accurately quotes strong textual evidence when explaining what the text says explicitly and when drawing complex inferences from the text.
Detailed	5.RI.2	identifies two or more explicitly stated main ideas of a text; identifies relevant details from the text; provides a basic list of events or facts from the text.	determines two or more explicitly stated main ideas of a text and explains how they are related to relevant details; provides a simple summary of the text.	determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text.	analyzes the relationship between two or more main ideas of a text and explains how they are supported by key details; provides a comprehensive summary of the text.
Detailed	5.RI.3	identifies straightforward relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text.	describes the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text, relying on a general understanding of the text.	explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	analyzes complex relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in the text.
Detailed	5.RI.4	identifies the basic meaning of frequently used academic and domain-specific words and phrases in a text.	determines the approximate meaning of academic and domain-specific words and phrases in a text.	determines the meaning of general academic and domain-specific words and phrases in a text.	determines and analyzes the meaning and effect of advanced academic and domain-specific words and phrases in a text.

Detailed	5.RI.5	identifies the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	explains the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	compares and contrasts, then analyzes, the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts, including how that structure contributes to the overall meaning.
Detailed	5.RI.6	identifies the point of view in multiple accounts of the same event or topic.	determines similarities and differences in the points of view in multiple accounts of the same event or topic.	analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	analyzes multiple accounts of the same event or topic, explains important similarities and differences in the point of view they represent, and evaluates the effectiveness of the accounts.
Detailed	5.RI.7	identifies explicit information within print or digital sources in order to locate an answer to a basic question or solve a basic problem.	draws on information from multiple print or digital sources, demonstrating the ability to locate a simple answer to an explicit question or to solve an explicit problem.	draws on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	draws on relevant information from reliable multiple print or digital sources, demonstrating the ability to fully answer complex questions or to solve a complex problem efficiently.

Detailed	5.RI.8	identifies which reasons or evidence support a particular point in a text.	describes how an author uses reasons and evidence to support particular points in a text, identifying relevant supporting details.	explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	evaluates the strength of the reasons and evidence an author uses to support particular points in a text, explaining how the reasons and evidence support the point(s).
Detailed	5.RI.9	identifies information from one or two texts and provides an incomplete response when writing or speaking about the subject.	finds relevant information from several texts on the same topic in order to write or speak about the subject.	integrates information from several texts on the same topic in order to write or speak about the subject knowledgably.	integrates complex or inferred information from several texts on the same topic in order to write or speak about the subject knowledgably, using textual evidence as support.

			Writing		
Detailed	5.W.1	writes opinion pieces that	writes moderately organized	writes opinion pieces on	writes well-organized, multi-
		lack organization and a clear	opinion pieces on topics or	topics or texts, supporting a	paragraph opinion pieces,
		point of view:	texts, providing a clear point	point of view with reasons	supporting a point of view
			of view:	and information:	with effective reasons and
		a. states an opinion but uses			relevant information:
		an ineffective or	a. introduces a topic or text	a. introduces a topic or text	
		inappropriate organizational	by stating an opinion and	clearly, states an opinion, and	a. effectively introduces a
		structure to present ideas.	organizes ideas in a	creates an organizational	topic or text clearly, states an
			generally effective	structure in which ideas are	opinion, and creates an
		b. provides facts and details	organizational structure.	logically grouped to support	effective organizational
		that are not relevant to the		the writer's purpose.	structure in which ideas are
		topic.	b. provides both relevant		logically and effectively
			and irrelevant reasons that	b. provides logically ordered	grouped, emphasizing the
		c. opinions and reasons are not linked with transitions.	are logically ordered.	reasons that are supported by facts and details.	writer's purpose.
		not miked with transitions.	c. links opinions and reasons	racts and actains.	b. provides effective, relevant
		d. includes an ineffective	using basic transitional	c. links opinion and reasons	reasons that are logically and
		concluding statement.	words.	using words, phrases, and	purposefully ordered and
		ourseaming statements		clauses (e.g., consequently,	supported by facts and details.
			d. provides a concluding	specifically).	
			statement.	,,	c. smoothly links opinions and
				d. provides a concluding	reasons using words, phrases,
				statement or section related	and clauses (e.g.,
				to the opinion presented.	consequently, specifically).
					d. provides a relevant and
					effective concluding statement
					or section related to the
					opinion presented.

Detailed	5.W.2	writes	writes	writes	writes
		informative/explanatory	informative/explanatory	informative/explanatory texts	informative/explanatory texts
		texts to discuss a topic:	texts to discuss a topic and	to examine a topic and	to thoroughly examine a topic
			convey ideas and	convey ideas and information	and convey complex ideas and
		a. states the topic, writes	information:	clearly:	information clearly:
		with little focus, and groups			
		information in an illogical or	a. introduces the topic,	a. introduces a topic clearly,	a. clearly and effectively
		unrelated manner; includes	provides a general	provides a general	introduces the topic, provides
		irrelevant or distracting	observation with a loose	observation and focus, and	a specific observation and
		formatting, illustrations, and	focus, and groups related	groups related information	clear focus, and groups related
		multimedia.	information logically;	logically; includes formatting	information logically; includes
			includes formatting (e.g.,	(e.g., headings), illustrations,	effective and purposeful
		b. provides irrelevant or	headings), illustrations, and	and multimedia when useful	formatting (e.g., headings),
		unreliable facts, definitions,	multimedia.	to aiding comprehension.	illustrations, and multimedia
		details, quotations, or other			to enhance comprehension.
		information and examples.	b. supports the topic with	b. develops the topic with	
			facts, definitions, concrete	facts, definitions, concrete	b. fully develops the topic with
		c. ideas are not clearly or	details, quotations, or other	details, quotations, or other	relevant facts, definitions,
		effectively linked.	information and examples.	information and examples	concrete details, quotations,
				related to the topic.	or other information and
		d. uses simple vocabulary	c. links ideas within		examples related to the topic.
		when explaining the topic.	categories of information	c. links ideas within and	
			using simple transitional	across categories of	c. smoothly links supported
		e. provides an incomplete	words or phrases.	information using words,	ideas within and across
		concluding statement.		phrases, and clauses (e.g., in	categories of information
			d. uses domain-specific	contrast, especially).	using purposeful transitional
			vocabulary in an attempt to		phrases and clauses.
			explain the topic.	d. uses precise language and	
				domain-specific vocabulary to	d. uses precise language and
			e. provides a concluding	inform about or explain the	domain-specific vocabulary
			statement.	topic.	efficiently and effectively to
					inform or explain about the
				e. provides a concluding	topic.
				statement or section related	
				to the information or	e. provides a relevant and
				explanation presented.	effective concluding statement
					related to the information or
					explanation presented.

Detailed	5.W.4-6	produces clear writing in which the development, organization, and style are evident; develops writing with some planning, revising, and editing, including editing for conventions; demonstrates basic command of keyboarding skills.	produces clear writing in which the development, organization, and style are largely appropriate to task, purpose, and audience; develops writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; with guidance and support, develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing on an ongoing basis by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.
Detailed	5.W.7-8	conducts short research projects about a topic; recalls some information from experiences and sources; provides an incomplete summary or list of information in notes.	conducts short research projects that use several sources to discuss a topic; recalls some information from experiences and gathers information from sources; provides a brief summary of information in notes and finished work.	conducts short research projects that use several sources to investigate a topic; recalls relevant information from experiences and gathers relevant information from sources; summarizes or paraphrases information in notes and finished work.	conducts research projects that use several high-quality sources to fully investigate a topic; uses relevant information from experiences and gathered from sources; fully summarizes or paraphrases information in notes and finished work.

			Listening		
Detailed	5.SL.2	identifies details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	determines the key details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	clearly and coherently summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Detailed	5.SL.3	identifies the points a speaker makes.	determines the points a speaker makes and identifies key details that support the points.	summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence.	provides a comprehensive summary of the points a speaker makes and evaluates how each claim is supported by reasons and evidence.

			Language		
Detailed	5.L.1	demonstrates a basic	demonstrates an	demonstrates command of	demonstrates strong
		understanding of the	understanding of the	the conventions of Standard	command of the conventions
		conventions of standard	conventions of standard	English grammar and usage	of standard English grammar
		English grammar and usage	English grammar and usage	when writing or speaking:	and usage when writing or
		when writing or speaking:	when writing or speaking:		speaking:
				a. explains the function of	
		a. recognizes the function of	a. identifies the function of	conjunctions, prepositions,	a. explains the function of
		conjunctions, prepositions,	conjunctions, prepositions,	and interjections in general	conjunctions, prepositions,
		and interjections in general	and interjections in general	and their function in	and interjections in general
		and their function in simple	and their function in	particular sentences.	and their function in particular
		sentences.	particular sentences.		sentences.
				b. forms and uses the perfect	
		b. inconsistently forms and	b. generally forms and uses	(e.g., I had walked; I have	b. forms and uses the perfect
		uses the perfect (e.g., I had	the perfect (e.g., I had	walked; I will have walked)	(e.g., I had walked; I have
		walked; I have walked; I will	walked; I have walked; I will	verb tenses.	walked; I will have walked)
		have walked) verb tenses.	have walked) verb tenses.		verb tenses.
				c. uses verb tense to convey	
		c. inconsistently uses verb	c. generally uses verb tense	various times, sequences,	c. uses verb tense to convey
		tense to convey various	to convey various times,	states, and conditions.	various times, sequences,
		times, sequences, states,	sequences, states, and		states, and conditions.
		and conditions.	conditions.	d. recognizes and corrects	
				inappropriate shifts in verb	d. recognizes and corrects
		d. inconsistently recognizes	d. generally identifies	tense.	inappropriate shifts in verb
		inappropriate shifts in verb	inappropriate shifts in verb		tense.
		tense.	tense.	e. uses correlative	1
				conjunctions (e.g., either/or,	e. uses correlative
		e. inconsistently uses	e. generally uses correlative	neither/nor).	conjunctions (e.g., either/or,
		correlative conjunctions	conjunctions (e.g., either/or,	fitaa and anaaniaa ana an	neither/nor).
		(e.g., either/or,	neither/nor).	f. writes and organizes one or	f writes and erganizes one or
		neither/nor). f. inconsistently writes and	f. generally writes and	more paragraphs that contain: a topic sentence,	f. writes and organizes one or more paragraphs that contain:
		-			
		organizes one or more paragraphs that contain: a	organizes one or more paragraphs that contain: a	supporting details, and a conclusion that is appropriate	a topic sentence, supporting details, and a conclusion that
		topic sentence, supporting	topic sentence, supporting	to the writing task	is appropriate to the writing
		details, and a conclusion	details, and a conclusion	to the withing task	task
		that is appropriate to the	that is appropriate to the		tusk
		writing task.	writing task		
		wiitiiig task.	withing task		

Detailed	5.L.2	demonstrates limited	demonstrates an	demonstrates command of	demonstrates strong
Detailed	J.L.Z	understanding of the	understanding of the	the conventions of Standard	command of the conventions
		conventions of standard	conventions of standard	English capitalization,	of standard English
			English capitalization,	punctuation, and spelling	_
		English capitalization,			capitalization, punctuation,
		punctuation, and spelling	punctuation, and spelling	when writing:	and spelling when writing:
		when writing:	when writing:		
				a. uses punctuation to	a. uses punctuation to
		a. inconsistently uses	a.generally uses punctuation	separate items in a series.	separate items in a series.
		punctuation to separate	to separate items in a series		
		items in a series.		b. uses a comma to separate	b. uses a comma to separate
			b. generally uses a comma to	an introductory element from	an introductory element from
		b. inconsistently uses a	separate an introductory	the rest of the sentence.	the rest of the sentence.
		comma to separate an	element from the rest of the		
		introductory element from	sentence.	c. uses a comma to set off the	c. uses a comma to set off the
		the rest of the sentence.		words yes and no (e.g., Yes,	words yes and no (e.g., Yes,
			c. generally uses a comma to	thank you), to set off a tag	thank you), to set off a tag
		c. inconsistently uses a	set off the words yes and no	question from the rest of the	question from the rest of the
		comma to set off the words	(e.g., Yes, thank you), to set	sentence (e.g., It's true, isn't	sentence (e.g., It's true, isn't
		yes and no (e.g., Yes, thank	off a tag question from the	it?), and to indicate direct	it?), and to indicate direct
		you), to set off a tag	rest of the sentence (e.g.,	address (e.g., Is that you,	address (e.g., Is that you,
		question from the rest of	It's true, isn't it?), and to	Steve?).	Steve?).
		the sentence (e.g., It's true,	indicate direct address (e.g.,		
		isn't it?), and to indicate	Is that you, Steve?).	d. uses underlining, quotation	d. uses underlining, quotation
		direct address (e.g., Is that	is that you, stevery.	marks, or italics to indicate	marks, or italics to indicate
		you, Steve?).	d. generally uses	titles of works.	titles of works.
		you, stever,	underlining, quotation	titles of works.	titles of works.
		d. inconsistently uses	marks, or italics to indicate	e. spells grade-appropriate	e. spells above-grade-
		underlining, quotation	titles of works.	words correctly, consulting	appropriate words correctly,
			dues of works.	references as needed.	
		marks, or italics to indicate titles of works.	o gonovally spolls grad-	references as fieeded.	consulting references as
		uties of works.	e. generally spells grade-		needed.
		- 10	appropriate words correctly,		
		e. inconsistently spells	consulting references as		
		grade-appropriate words	needed.		
		correctly, consulting			
		references as needed.			

Detailed	5.L.3	uses a basic knowledge of	uses knowledge of language	uses knowledge of language	uses deep knowledge of
Detailed	J.L.J	language and its	and its conventions when	and its conventions when	language and its conventions
		conventions when writing,	writing, speaking, reading, or	writing, speaking, reading, or	when writing, speaking,
		<u> </u>			
		speaking, reading, or	listening:	listening:	reading, or listening:
		listening:			
			a. generally expands,	a. expands, combines, and	a. expands, combines, and
		a. inconsistently expands,	combines, and reduces	reduces sentences for	reduces sentences for
		combines, and reduces	sentences for meaning,	meaning, reader/listener	meaning, reader/listener
		sentences for meaning,	reader/listener interest, and	interest, and style.	interest, and style.
		reader/listener interest, and	style.		
		style.	-	b. compares and contrasts the	b. compares and contrasts the
		,	b. generally recognizes the	varieties of English (e.g.,	varieties of English (e.g.,
		b. inconsistently identifies	varieties of English (e.g.,	dialects, registers) used in	dialects, registers) used in
		the varieties of English (e.g.,	dialects, registers) used in	stories, dramas, or poems.	stories, dramas, or poems.
			, ,	stories, dramas, or poems.	stories, dramas, or poems.
		dialects, registers) used in	stories, dramas, or poems.		
		stories, dramas, or poems.			

Detailed	5.L.4	clarifies the meaning of	determines or clarifies the	determines or clarifies the	determines or clarifies and
Betanea	3.2	unknown words and	meaning of unknown and	meaning of unknown and	applies the meaning of
		phrases, choosing from a	multiple-meaning words and	multiple-meaning words and	unknown and multiple-
		limited range of strategies:	phrases, choosing flexibly	phrases, choosing flexibly	meaning words and phrases,
		innited range or strategies.	from a range of strategies:	from a range of strategies:	choosing strategically from a
		a. uses common, below-	nom a range of strategies.	nom a range of strategies.	range of strategies:
		grade Greek and Latin	a. uses common, grade-	a. uses common, grade-	range of strategies.
		affixes and roots as clues to	appropriate Greek and Latin	appropriate Greek and Latin	a. uses common, grade-
		the meaning of a word (e.g.,	affixes and roots as clues to	affixes and roots as clues to	appropriate Greek and Latin
		photograph,	the meaning of a	the meaning of a word (e.g.,	affixes and roots as clues to
		photograph, photosynthesis).	straightforward word (e.g.,	photograph, photosynthesis).	the meaning of a word (e.g.,
		priotosynthesis).	photograph,	photograph, photosynthesis).	photograph, photosynthesis).
		b. uses explicit context (e.g.,		b. uses context (e.g.,	priotograph, priotosynthesis).
		cause/effect relationships	photosynthesis).	cause/effect relationships and	b. uses context (e.g.,
			b. uses immediate context	=	
		and comparisons in text) as		comparisons in text) as a clue	cause/effect relationships and
		a clue to the meaning of a	(e.g., cause/effect	to the meaning of a word or	comparisons in text) as a clue
		word or phrase.	relationships and	phrase.	to the meaning of a word or
			comparisons in text) as a		phrase.
		c. consults reference	clue to the meaning of a	c. consults reference	
		materials (e.g., dictionaries,	word or phrase.	materials (e.g., dictionaries,	c. consults reference materials
		glossaries, thesauruses),		glossaries, thesauruses), both	(e.g., dictionaries, glossaries,
		both print and digital, to	c. consults reference	print and digital, to find the	thesauruses), both print and
		find the pronunciation and	materials (e.g., dictionaries,	pronunciation and determine	digital, to find the
		determine or clarify the	glossaries, thesauruses),	or clarify the precise meaning	pronunciation and determine
		precise meaning of key	both print and digital, to find	of key words and phrases.	or clarify the precise meaning
		words and phrases.	the pronunciation and		of key words and phrases.
			determine or clarify the		
			precise meaning of key		
			words and phrases.		

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Detailed	5.L.5	recognizes figurative	demonstrates understanding	demonstrates understanding	demonstrates a strong
		language, basic word	of basic figurative language,	of figurative language, word	understanding of complex
		relationships, and nuances	basic word relationships,	relationships, and nuances in	figurative language, complex
		in word meanings:	and nuances in word	word meanings:	word relationships, and subtle
			meanings:		nuances in word meanings:
		a. recognizes figurative		a. interprets figurative	
		language, including similes	a. interprets figurative	language, including similes	a. interprets figurative
		and metaphors, in context.	language, including similes	and metaphors, in context.	language, including similes and
			and metaphors, in context.		metaphors, in context.
		b. recognizes common		b. recognizes and explains the	
		idioms, adages, and	b. recognizes the meaning of	meaning of common idioms,	b. recognizes and explains the
		proverbs.	common idioms, adages,	adages, and proverbs.	meaning of common idioms,
			and proverbs.		adages, and proverbs.
		c. understands the	·	c. uses the relationship	
		relationship between	c. recognizes the	between particular words	c. uses the relationship
		particular words (e.g.,	relationship between	(e.g., synonyms, antonyms,	between particular words
		synonyms, antonyms,	particular words (e.g.,	homographs) to better	(e.g., synonyms, antonyms,
		homographs) to better	synonyms, antonyms,	understand each of the	homographs) to better
		understand each of the	homographs) to better	words.	understand each of the words.
		words.	understand each of the	words.	anderstand each of the words.
		words.	words.		
			words.		