

## Language (L) Anchor Standard 1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language Standard 1** requires students to build basic sentence structure and grammar through speaking and early writing. This Standard is paired with:

- Writing Standards
- Speaking and Listening Standards

### Language Standard 1 at a Glance:

- **Grades K-2:** Students use complete sentences, understand subject-verb agreement, and use common nouns, verbs, and adjectives. They begin using pronouns and prepositions and recognize and form plurals and verb tenses.
- **Grades 3-5:** Students develop more complex grammatical understanding for effective writing and speaking. They use all parts of speech, including conjunctions and interjections. They use verb tenses correctly (past, present, future), ensure subject-verb and pronoun-antecedent agreement, use comparative/superlative adjectives and adverbs and identify and fix sentence fragments and run-ons.

**Key Words/Terms:** Grammar, usage, voice, mood, phrases, clause, phrase, conjunction, interjection, verb tense, subject-verb agreement, pronoun-antecedent agreement, fragment, run-on, modifier, noun, verb, adjective, pronoun, preposition, subject, predicate, tense, plural, grammar

## Language Standard 1 Desired Student Performance:

| Pre Requisite Skills: Grade K                                                                                    | Grade Levels: Grade 1                                                                                            | Next Progression: Grade 2                                                                                        |
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| <b>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> | <b>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> | <b>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

## Essential Skills and Knowledge:

| Pre Requisite Skills: Grade K                                                                                                                                                                                                                                                                                                                                                                                                                              | Grade Levels: Grade 1                                                                                                                                                                                                                                                                                                                                                                                                           | Next Progression: Grade 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>With modeling, prompting, and support:</p> <p><b>L1.a Print many upper- and lower-case letters.</b></p> <ul style="list-style-type: none"> <li>Explicitly and sequentially strengthen fine motor skills which support letter formation using a variety of activities.</li> <li>Via direct instruction of letter formation, correctly form many upper and lowercase letters on various sizes and styles of paper, and with other mediums in a</li> </ul> | <p><b>L1.a Print all upper- and lower-case letters.</b></p> <ul style="list-style-type: none"> <li>Develop and strengthen fine motor skills using a variety of activities.</li> <li>Correctly form all upper and lowercase letters.</li> <li>Practice forming upper and lowercase letters on various sizes and styles of paper, and with other mediums.</li> </ul> <p><b>L1.b Use common, proper, and possessive nouns.</b></p> | <p><b>L1.a Use collective nouns (e.g., group).</b></p> <ul style="list-style-type: none"> <li>Identify and define collective nouns presented in a variety of texts</li> <li>Distinguish between common, proper, and possessive, and collective nouns.</li> <li>Demonstrate the use of collective nouns in oral and written language.</li> </ul> <p><b>L1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</b></p> <ul style="list-style-type: none"> <li>Identify and define frequently occurring irregular plural nouns in</li> </ul> |

| Pre Requisite Skills: Grade K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Grade Levels: Grade 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Next Progression: Grade 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>developmentally appropriate manner.</p> <ul style="list-style-type: none"> <li>• Correctly form upper and lowercase letters in first and last name.</li> <li>• Correctly form most upper and lowercase letters.</li> </ul> <p><b>L1.b Use frequently occurring nouns and verbs.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the use of nouns as naming words when speaking and writing.</li> <li>• Demonstrate the use of verbs as action words when speaking and writing.</li> <li>• Demonstrate correct verb tense when speaking and writing.</li> <li>• Demonstrate subject/verb agreement when speaking and writing.</li> <li>• Demonstrate noun/pronoun agreement when speaking and writing.</li> </ul> | <ul style="list-style-type: none"> <li>• Define and identify nouns in text presented in a variety of formats.</li> <li>• Distinguish between common, proper, and possessive nouns.</li> <li>• Demonstrate the use of appropriate nouns when speaking and writing.</li> </ul> <p><b>L1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</b></p> <ul style="list-style-type: none"> <li>• Identify the plural form of given nouns.</li> <li>• Identify and define verbs presented in a variety of texts.</li> <li>• Identify the components of a sentence.</li> <li>• Match singular and plural nouns with correct verbs in oral and written language.</li> </ul> <p><b>L1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they them their; anyone, everything).</b></p> | <p>text presented in a variety of formats.</p> <ul style="list-style-type: none"> <li>• Form the plurals of frequently occurring singular irregular nouns.</li> <li>• Demonstrate the use of plural irregular nouns in oral and written language.</li> </ul> <p><b>L1.c Use reflexive pronouns (e.g., myself, ourselves).</b></p> <ul style="list-style-type: none"> <li>• Identify and define reflexive pronouns in text presented in a variety of formats.</li> <li>• Demonstrate the use of plural irregular nouns in oral and written language.</li> </ul> <p><b>L1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</b></p> <ul style="list-style-type: none"> <li>• Identify and define past tense of frequently occurring irregular verbs in text presented in a variety of formats.</li> <li>• Form the past tense of frequently occurring irregular verbs.</li> </ul> |

| Pre Requisite Skills: Grade K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Grade Levels: Grade 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Next Progression: Grade 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"> <li>• Use commonly confused words correctly, such as get/got, have/has when writing and speaking.</li> </ul> <p><b>L1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</b></p> <ul style="list-style-type: none"> <li>• Use regular plural nouns when speaking and writing.</li> </ul> <p><b>L1.d Understand and use question words (interrogatives) (e.g., who, what where, when, why, how).</b></p> <ul style="list-style-type: none"> <li>• Participate in oral language activities that foster questioning skills.</li> <li>• Identify and define question words presented in a variety of texts.</li> <li>• Practice and apply questioning skills when speaking and writing.</li> </ul> <p><b>L1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</b></p> | <ul style="list-style-type: none"> <li>• Identify and define pronouns presented in a variety of texts.</li> <li>• Distinguish between personal, possessive, and indefinite pronouns.</li> <li>• Demonstrate the use of pronouns in oral and written language.</li> </ul> <p><b>L1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</b></p> <ul style="list-style-type: none"> <li>• Identify verbs presented in a variety of formats.</li> <li>• Form verbs in past, present, and future tenses.</li> <li>• Demonstrate the correct use of verb tenses in oral and written language.</li> <li>• Analyze writing models for correct use of verbs.</li> </ul> <p><b>L1.f Use frequently occurring adjectives.</b></p> | <ul style="list-style-type: none"> <li>• Demonstrate the correct use of past tense verbs in oral and written language.</li> <li>• Analyze writing models for correct use of irregular verbs.</li> </ul> <p><b>L1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.</b></p> <ul style="list-style-type: none"> <li>• Identify and define adjectives and adverbs in text presented in a variety of formats.</li> <li>• Distinguish between adjectives and adverbs.</li> <li>• Demonstrate the correct use of adjectives and adverbs in oral and written language.</li> <li>• Strengthen writing by using adjectives and adverbs correctly to expand sentences.</li> </ul> <p><b>L1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the</b></p> |

| Pre Requisite Skills: Grade K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Grade Levels: Grade 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Next Progression: Grade 2                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <ul style="list-style-type: none"> <li>Demonstrate the use of prepositions when speaking and writing.</li> </ul> <p><b>L1.f Produce and expand complete sentences in shared language activities.</b></p> <ul style="list-style-type: none"> <li>Use standard English to effectively communicate ideas in complete sentences in conversation, to respond to questions orally, and in developmentally appropriate writing.</li> <li>Use modifiers (i.e. adjectives, adverbs, pronouns, etc.) to expound ideas to expand complete sentences when speaking and writing.</li> <li>Use and expand complete sentences in conversation, in response to questions and during language experience activities.</li> <li>Demonstrate subject/verb agreement when speaking and writing.</li> </ul> | <ul style="list-style-type: none"> <li>Identify and define adjectives in text presented in a variety of formats.</li> <li>Classify adjectives into categories such as size, color.</li> </ul> <p><b>L1.g Use frequently occurring conjunctions (e.g., and, but, or, so because).</b></p> <ul style="list-style-type: none"> <li>Identify and define conjunctions presented in a variety of formats.</li> <li>Demonstrate the correct use of conjunctions in oral and written language.</li> </ul> <p><b>L1.h Use determiners (e.g., articles, demonstratives).</b></p> <ul style="list-style-type: none"> <li>Identify and define articles and demonstratives presented in a variety of formats.</li> <li>Demonstrate the correct use of articles and demonstratives in oral and written language.</li> </ul> <p><b>L1.i Use frequently occurring prepositions (e.g., during, beyond, toward).</b></p> | <p><b>movie; The action movie was watched by the little boy).</b></p> <ul style="list-style-type: none"> <li>Distinguish between a sentence and a fragment.</li> <li>Distinguish between declarative, interrogative, imperative, and exclamatory sentences.</li> <li>Produce simple and compound sentences independently or in response to prompts.</li> <li>Strengthen writing by using learned parts of speech to expand sentences.</li> </ul> |

| Pre Requisite Skills: Grade K                                                                                                                                                  | Grade Levels: Grade 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Next Progression: Grade 2 |
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| <ul style="list-style-type: none"> <li>• Use correct verb tense when speaking and writing.</li> <li>• Demonstrate noun/pronoun agreement when speaking and writing.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and define prepositions presented in a variety of formats.</li> <li>• Demonstrate the correct use of prepositions in oral and written language.</li> </ul> <p><b>L1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</b></p> <ul style="list-style-type: none"> <li>• Identify the components of a sentence in text presented in a variety of formats.</li> <li>• Distinguish between a sentence and a fragment.</li> <li>• Distinguish between declarative, interrogative, imperative, and exclamatory sentences.</li> <li>• Use learned parts of speech to expand sentences orally and in writing.</li> </ul> |                           |

## Language (L) Anchor Standard 2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Language Standard 2** emphasizes proper use of capitalization, punctuation, and spelling. This Standard is paired with:

- Writing Standards
- Speaking and Listening Standards

### Language Standard 2 at a Glance:

- **Grades K-2:** Students in kindergarten through grade 2 develop foundational writing skills by learning and applying basic rules of capitalization, punctuation, and spelling. With guidance and practice, they grow from writing simple sentences with correct capitalization and end punctuation to using commas, apostrophes, and common spelling patterns to communicate clearly and accurately.
- **Grades 3-5:** Students strengthen their writing by using grade-appropriate punctuation and accurate spelling. They spell correctly with resources. They capitalize titles and important words, use commas in lists, addresses, and dates, and use quotation marks for dialogue. They spell grade-level words correctly using spelling patterns and reference tools.

**Key Words/Terms:** Punctuation, semicolon, colon, hyphen, capitalization, spelling, tone, proofreading, quotation marks, commas, dialogue, contractions, possessives, reference materials, homophones, suffixes, parentheses, dashes, ellipses, editing, usage, spell check, conventions

## Language Standard 2 Desired Student Performance:

| Pre Requisite Skills: Grade K                                                                                                       | Grade Levels: Grade 1                                                                                                        | Next Progression: Grade 2                                                                                                    |
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| <b>L2 Demonstrate command of</b> the conventions of standard English capitalization, punctuation, and spelling <b>when writing.</b> | <b>L2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | <b>L2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

## Essential Skills and Knowledge:

| Pre Requisite Skills: Grade K                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Grade Levels: Grade 1                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Next Progression: Grade 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>L2.a Capitalize the first word in a sentence and the pronoun I.</b></p> <ul style="list-style-type: none"> <li>Distinguish between names and other nouns.</li> <li>Use capital letters for first letter of names (proper nouns), at the beginning of a sentence and the pronoun I.</li> </ul> <p><b>L2.b Recognize and name end punctuation.</b></p> <ul style="list-style-type: none"> <li>Use period, question mark, or exclamation point appropriately at the end of sentences.</li> </ul> | <p><b>L2.a Capitalize dates and names of people.</b></p> <ul style="list-style-type: none"> <li>Distinguish between names and other nouns.</li> <li>Identify months of the year.</li> <li>Demonstrate correct capitalization of names and dates when writing.</li> <li>Analyze writing models for correct capitalization.</li> </ul> <p><b>L2.b Use end punctuation for sentences.</b></p> <ul style="list-style-type: none"> <li>Identify the components of a sentence.</li> </ul> | <p><b>L2.a Capitalize holidays, product names, and geographic names.</b></p> <ul style="list-style-type: none"> <li>Distinguish between common and proper nouns.</li> <li>Demonstrate correct capitalization of holidays, product names, and geographic names in writing.</li> <li>Analyze writing models for correct capitalization.</li> </ul> <p><b>L2.b Use commas in greetings and closings of letters.</b></p> <ul style="list-style-type: none"> <li>Identify the components of a letter.</li> </ul> |

| Pre Requisite Skills: Grade K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Grade Levels: Grade 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Next Progression: Grade 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>Practice and apply skill in writing.</li> </ul> <p><b>L2.c Write a letter or letters for most consonant and short vowel sounds (phonemes).</b></p> <ul style="list-style-type: none"> <li>Identify letter or letters for most consonant and short vowel sounds presented in a variety of texts.</li> <li>Demonstrate an understanding of the relationship between sounds and letters.</li> <li>Write letters for most consonant and short vowel sounds in writing.</li> </ul> <p><b>L2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</b></p> <ul style="list-style-type: none"> <li>Recognize that space is used to separate words.</li> <li>Apply conventional spelling rules for grade appropriate words in writing.</li> </ul> <p>Use logical graphemes to represent phonemes in words.</p> | <ul style="list-style-type: none"> <li>Identify different types of sentences and their end punctuation.</li> <li>Use end punctuation correctly in writing.</li> <li>Analyze writing models for correct punctuation.</li> </ul> <p><b>L2.c Use commas in dates and to separate single words in a series.</b></p> <ul style="list-style-type: none"> <li>Identify and define purpose of commas in text that contains dates or a series.</li> <li>Demonstrate the correct use of commas in writing.</li> </ul> <p><b>L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b></p> <ul style="list-style-type: none"> <li>Identify common spelling patterns.</li> <li>Identify the spellings for frequently occurring irregular words.</li> <li>Practice and apply the correct spelling of words with common</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate the correct use of commas when writing letters (correspondence).</li> </ul> <p><b>L2.c Use an apostrophe to form contractions and frequently occurring possessives.</b></p> <ul style="list-style-type: none"> <li>Identify and explain the purpose and formation of contractions and possessives.</li> <li>Demonstrate correct formation and use of contractions and possessives.</li> <li>Analyze writing models for correct use and formation of contractions and possessives.</li> </ul> <p><b>L2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</b></p> <ul style="list-style-type: none"> <li>Identify common spelling patterns.</li> <li>Demonstrate use of learned spelling patterns when writing.</li> </ul> <p><b>L2.e Consult reference materials, including beginning dictionaries, as</b></p> |

| Pre Requisite Skills: Grade K | Grade Levels: Grade 1                                                                                                                                                                                                                                                                                                                                                                          | Next Progression: Grade 2                                                                                                                                                                                                                                                        |
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|                               | <p>spelling patterns and frequently occurring irregular words.</p> <p><b>L2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</b></p> <ul style="list-style-type: none"> <li>Identify the letter(s) for consonant and vowel sounds.</li> <li>Use sound-spelling correspondences to approximate the spelling of unknown words in writing.</li> </ul> | <p><b>needed to check and correct spellings.</b></p> <ul style="list-style-type: none"> <li>Apply alphabet knowledge to use beginning dictionaries to check and correct spelling.</li> <li>Strengthen writing by using reference materials when drafting and editing.</li> </ul> |

## Language (L) Anchor Standard 3

Use knowledge of language knowledge of language and its conventions when writing, speaking, reading, or listening.

**Language Standard 3** focuses on writing style and how students think about their audience, syntax, voice, sentence structure and function when developing their writing style. This Standard is paired with:

- Writing Standards
- Speaking and Listening Standards

### Language Standard 3 at a Glance:

- **Grades K-2:** Students begin to develop foundational strategies for figuring out the meaning of unfamiliar and multiple-meaning words and phrases by exploring context, word parts such as common prefixes (e.g., *un-*, *re-*) and root words, and introductory reference tools.
- **Grades 3-5:** Students use language choices to suit tasks, audiences, and purposes. They compare formal and informal language use, adjust word choice and sentence structure based on context, and revise writing to improve clarity and style. They recognize and adjust style, clarity, sentence fluency, tone, and demonstrate audience awareness.

**Key Words/Terms:** Style, syntax, audience, purpose, context, arrangement, clarity, revise, sentence fluency, formal vs. informal tone, audience awareness

### Language Standard 3 Desired Student Performance:

| Pre Requisite Skills: Grade K | Grade Levels: Grade 1 | Next Progression: Grade 2                                                                              |
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| L3 Begins in Grade 2.         | L3 Begins in Grade 2. | <b>L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

### Essential Skills and Knowledge:

| Pre Requisite Skills: Grade K | Grade Levels: Grade 1  | Next Progression: Grade 2                                                                                                                                                                                                                                                                                                                                               |
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| L3 Begins in Grade 2.         | L.3 Begins in Grade 2. | <b>L3.a Compare formal and informal uses of English.</b> <ul style="list-style-type: none"><li>• Identify and distinguish between formal and informal English.</li><li>• Identify purposes, audiences, and environments that require formal and informal English.</li><li>• Adjust use of formal and informal English for purpose, audience, and environment.</li></ul> |

## Language (L) Anchor Standard 4

**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.**

**Language Standard 4** is about vocabulary acquisition and usage. Students 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. This Standard is paired with:

- Writing Standards
- Speaking and Listening Standards

### Language Standard 4 at a Glance:

- **Grades K-2:** Students begin learning how to figure out the meanings of unfamiliar and multiple-meaning words and phrases by identifying and understanding common word parts, such as prefixes and root words, and by using context clues from the sentence or surrounding text.
- **Grades 3-5:** Students use word parts and context to determine word meanings more independently. They identify and use common prefixes and suffixes, use dictionaries and glossaries to confirm meanings, and understand multiple-meaning words. They use context clues as a strategy for determining the meaning of unknown words.

**Key Words/Terms:** Context clues, morphology, roots, affixes, dictionary, etymology, vocabulary Greek/Latin roots, affixes, nuance, context, thesaurus, reference tools, academic vocabulary, multiple meanings, prefix, suffix, dictionary, glossary, homonym, multiple meanings, prefix, suffix, dictionary, glossary, homonym, morphology

## Language Standard 4 Desired Student Performance:

| Pre Requisite Skills: Grade K                                                                                                                         | Grade Levels: Grade 1                                                                                                                                                                           | Next Progression: Grade 2                                                                                                                                                               |
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| <b>L4</b> Determine or clarify the meaning of unknown and <b>multiple-meaning words</b> and phrases based on <b>kindergarten</b> reading and content. | <b>L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>grade 1</b> reading and content, <b>choosing flexibly from an array of strategies.</b> | <b>L4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <b>grade 2</b> reading and content, choosing flexibly from an array of strategies. |

## Essential Skills and Knowledge:

| Pre Requisite Skills: Grade K                                                                                                                                                                                                                                                                                                                                                                                                                        | Grade Levels: Grade 1                                                                                                                                                                                                                                                                                                                                                                                                                               | Next Progression: Grade 2                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>With prompting, modeling, and support:</p> <p><b>L4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</b></p> <ul style="list-style-type: none"> <li>Access prior knowledge and experiences to determine the meaning of words and phrases.</li> <li>Discuss words and word meanings as they are encountered in texts, instruction, and conversations.</li> </ul> | <p><b>L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</b></p> <ul style="list-style-type: none"> <li>Identify sentence clues that help determine or clarify the meaning of a word or phrase.</li> <li>Access prior knowledge to help determine or clarify the meaning of a word or phrase.</li> <li>Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation.</li> </ul> | <p><b>L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</b></p> <ul style="list-style-type: none"> <li>Identify sentence clues that help determine or clarify the meaning of a word or phrase.</li> <li>Access prior knowledge to help determine or clarify the meaning of a word or phrase.</li> </ul> <p>Discuss words and word meanings as they are encountered.</p> <p><b>L4.b Determine the meaning of the new word formed when a known</b></p> |

| Pre Requisite Skills: Grade K                                                                                                                                                                                                                                                         | Grade Levels: Grade 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Next Progression: Grade 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>L4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</b></p> <ul style="list-style-type: none"> <li>• Use inflections and affixes to determine meaning of words.</li> </ul> | <p><b>L4.b Use frequently occurring affixes as a clue to the meaning of a word.</b></p> <ul style="list-style-type: none"> <li>• Identify common suffixes and their meanings.</li> <li>• Explain the meaning of words with common prefixes and suffixes.</li> </ul> <p><b>L4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</b></p> <ul style="list-style-type: none"> <li>• Identify and define root words.</li> <li>• Identify inflectional endings (e.g., s, es, ing) and their effect on word meaning.</li> <li>• Use root words and their inflectional endings correctly when speaking and writing.</li> </ul> | <p><b>prefix is added to a known word (e.g., happy/unhappy, tell/retell).</b></p> <ul style="list-style-type: none"> <li>• Identify common prefixes and their meaning.</li> <li>• Use meaning of known words and prefixes to explain the meaning of new words.</li> </ul> <p><b>L4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</b></p> <ul style="list-style-type: none"> <li>• Identify and define the root word in unknown words.</li> <li>• Identify common suffixes and their meanings.</li> <li>• Use meaning of prefixes and suffixes to explain the meaning of known root words.</li> </ul> <p><b>L4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</b></p> |

| Pre Requisite Skills: Grade K | Grade Levels: Grade 1 | Next Progression: Grade 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                               |                       | <ul style="list-style-type: none"> <li>• Identify compound words presented orally and in a variety of texts.</li> <li>• Combine meanings of individual words together to determine meaning of new compound words.</li> <li>• Use compound words orally and in writing.</li> </ul> <p><b>L4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</b></p> <ul style="list-style-type: none"> <li>• Apply alphabet knowledge to use glossaries and dictionaries.</li> <li>• Use keywords and text features to help find information within a specific source.</li> <li>• Strengthen writing by using glossaries and beginning dictionaries to determine word choice.</li> </ul> |

## Language (L) Anchor Standard 5:

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

**Language Standard 5** highlights how students learn and interpret figurative language, understand word relationships, and analyze subtle differences in word meanings to enhance comprehension and expression. They learn to use figurative language, connotation, denotation, word relationships, and nuances in word meanings to develop their writing voice and style. This Standard is paired with:

- Writing Standards
- Speaking and Listening Standards

### Language Standard 5 at a Glance:

- **Grades K-2:** Students begin to understand word relationships through experiences with text and rich discussions with adults and peers.
- **Grades 3-5:** Students understand and interpret common figures of speech and word relationships. They explain similes and metaphors in context, use word relationships (e.g., synonyms, antonyms, homographs) to clarify meaning, recognize idioms and adages, and explore relationships between words by function or category.

**Key Words/Terms:** Simile, metaphor, idiom, adage, synonym, antonym, homograph, figurative expression, irony, connotation, nuance, word relationships, personification, irony, analogy, connotation, denotation, nuance, figurative meaning

## Language Standard 5 Desired Student Performance:

| Pre Requisite Skills: Grade K                                                                             | Grade Levels: Grade 1                                                                                                                 | Next Progression: Grades 2                                                              |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>L5 With guidance and support from adults, explore word relationships and nuances in word meanings.</b> | <b>L5</b> With guidance and support from adults, <b>demonstrate understanding</b> of word relationships and nuances in word meanings. | <b>L5 Demonstrate understanding</b> of word relationships and nuances in word meanings. |

## Essential Skills and Knowledge:

| Pre Requisite Skills: Grade K                                                                                                                                                                                                                                                                                                                                                                                                                     | Grade Levels: Grade 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Next Progression: Grades 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>L5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</b></p> <ul style="list-style-type: none"> <li>With prompting and support, discuss commonalities among groups of words.</li> <li>Sort and categorize objects.</li> </ul> <p><b>L5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</b></p> | <p><b>L5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</b></p> <ul style="list-style-type: none"> <li>Identify commonalities and underlining concepts among groups of words.</li> </ul> <p><b>L5.b 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).</b></p> <ul style="list-style-type: none"> <li>Discuss key attributes of words to identify category.</li> </ul> | <p><b>L5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</b></p> <ul style="list-style-type: none"> <li>Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life.</li> </ul> <p><b>L5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</b></p> |

| Pre Requisite Skills: Grade K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Grade Levels: Grade 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Next Progression: Grades 2                                                                                                                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"> <li>• Discuss the meaning of known words to identify the opposite word (antonym).</li> </ul> <p><b>L5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</b></p> <ul style="list-style-type: none"> <li>• Access prior knowledge and experiences to identify connections between words and their application to real life.</li> <li>• Develop prior knowledge and vocabulary through exposure to a variety of literary and informational text (narrative and expository) reflecting a wide range of cultures).</li> </ul> <p><b>L5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out meanings.</b></p> <ul style="list-style-type: none"> <li>• Discuss and act out a variety of verbs that mean the same basic concept.</li> </ul> | <ul style="list-style-type: none"> <li>• Use common attributes to determine the meaning of words.</li> </ul> <p><b>L5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</b></p> <ul style="list-style-type: none"> <li>• Consult reference materials including dictionaries, glossaries, thesauruses, and online resources to identify words with similar or opposite meanings.</li> <li>• Use knowledge of nuances to determine precise words as needed for speaking and writing formats.</li> </ul> <p><b>L5.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</b></p> <ul style="list-style-type: none"> <li>• Discuss and act out a variety of verbs that have similar meanings.</li> <li>• Identify synonyms for verbs and adjectives.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify synonyms for given verbs and adjectives.</li> <li>• Use context clues to distinguish intensity (nuances) of meaning among synonyms.</li> <li>• Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meanings of words and phrases.</li> </ul> |

| Pre Requisite Skills: Grade K                                                                                                                                          | Grade Levels: Grade 1                                                                                                               | Next Progression: Grades 2 |
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| <ul style="list-style-type: none"> <li>• Use pictures and other multimedia formats to identify differences in meaning between related verbs and adjectives.</li> </ul> | <ul style="list-style-type: none"> <li>• Use context clues to distinguish intensity (nuances) of meaning among synonyms.</li> </ul> |                            |

## Language (L) Anchor Standard 6:

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

**Language Standard 6** focuses on acquisition and use of vocabulary. Students acquire and use grade-appropriate general academic and domain-specific vocabulary, demonstrating independence in learning and applying new words. They use word-learning strategies, context-based vocabulary acquisition, and effective application of vocabulary in academic settings. This Standard is paired with:

- Writing Standards
- Speaking and Listening Standards

### Language Standard 6 at a Glance:

- **Grades K-2:** Students expand their vocabulary through reading, being read to, explicit vocabulary instruction, and engaging in discussions with adults and peers.
- **Grades 3-5:** Students expand their vocabulary through reading and content-area learning. They apply context clues to determine word meanings, use glossaries and dictionaries, understand and recognize synonyms, antonyms, and figurative language. They employ subject-specific vocabulary in writing and speaking.

**Key Words/Terms:** Context clues, reference materials, academic vocabulary, domain-specific vocabulary, affixes and roots, multiple-meaning words, nuance, tone, precision, etymology, academic discourse, inference, glossary, dictionary, synonyms, antonyms, figurative language

## Language Standard 6 Desired Student Performance:

| Pre Requisite Skills: Grade K                                                                                   | Grade Levels: Grade 1                                                                                                                                                                                                 | Next Progression: Grades 2                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>L6 Use words and phrases acquired through conversations, reading, being read to, and responding to text.</b> | <b>L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</b> | <b>L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</b> |

## Essential Skills and Knowledge:

| Pre Requisite Skills: Grade K                                                                                                                                                                                                                                                                                                                    | Grade Levels: Grade 1                                                                                                                                                                                                                                                                                                                                                                                  | Next Progression: Grades 2                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>With modeling, prompting, and support:</p> <ul style="list-style-type: none"> <li>Through exposure to a variety of texts, develop rich oral language and writing.</li> <li>Participate in collaborative conversations with peers about kindergarten topics and text read aloud, written, or presented in other multimedia formats.</li> </ul> | <ul style="list-style-type: none"> <li>Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts.</li> <li>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>Demonstrate the correct use of conjunctions in oral and written language.</li> </ul> | <ul style="list-style-type: none"> <li>Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts.</li> <li>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</li> <li>Use adjectives and adverbs and choose between them depending on what is to be modified.</li> </ul> |

