

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, 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 1	Grade Levels: Grade 2	Next Progression: Grade 3
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
L1.a Print all upper- and lower-case letters. Develop and strengthen fine motor skills using a variety of activities. Correctly form all upper and lowercase letters. Practice forming upper and lowercase letters on various sizes and styles of paper, and with other mediums. L1.b Use common, proper, and possessive nouns.	L1.a Use collective nouns (e.g., group) Identify and define collective nouns presented in a variety of texts Distinguish between common, proper, and possessive, and collective nouns. Demonstrate the use of collective nouns in oral and written language. L1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	L1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Recognize and name parts of speech in text presented in a variety of formats. Identify and explain the differences between parts of speech and their functions. Demonstrate correct use of parts of speech in oral and written language. Analyze writing models for correct use of parts of speech.

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
Define and identify nouns in text presented in a variety of formats. Distinguish between common, proper, and possessive nouns. Demonstrate the use of appropriate nouns when speaking and writing. L1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops, We hop). Identify the plural form of given nouns. Identify and define verbs presented in a variety of texts. Identify the components of a sentence. Match singular and plural nouns with correct verbs in oral and written language. L1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they them their; anyone, everything). Identify and define pronouns presented in a variety of texts.	Identify and define frequently occurring irregular plural nouns in text presented in a variety of formats. Form the plurals of frequently occurring singular irregular nouns. Demonstrate the use of plural irregular nouns in oral and written language. L1.c Use reflexive pronouns (e.g., myself, ourselves). Identify and define reflexive pronouns in text presented in a variety of formats. Demonstrate the use of plural irregular nouns in oral and written language. L1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Identify and define past tense of frequently occurring irregular verbs in text presented in a variety of formats.	L1.b Form and use regular and irregular plural nouns. Identify and define regular and irregular plural nouns in text presented in a variety of formats. Distinguish between regular and irregular plural nouns. Apply the correct form and use of regular and irregular plural nouns in oral and written language. Analyze writing models for correct use of regular and irregular plural nouns. L1.c Use abstract nouns (e.g., childhood). Identify and define abstract nouns in text presented in a variety of formats. Distinguish between types of nouns, e.g., abstract, common. Demonstrate the use of abstract nouns in oral and written language. Analyze writing models for correct use of abstract nouns.

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
Distinguish between personal, possessive, and indefinite pronouns. Demonstrate the use of pronouns in oral and written language. 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). Identify verbs presented in a variety of formats. Form verbs in past, present, and future tenses. Demonstrate the correct use of verb tenses in oral and written language. Analyze writing models for correct use of verbs. L1.f Use frequently occurring adjectives. - Identify and define adjectives in text presented in a variety of formats. - Classify adjectives into categories such as size, color.	Form the past tense of frequently occurring irregular verbs. Demonstrate the correct use of past tense verbs in oral and written language. Analyze writing models for correct use of irregular verbs. L1.e Use adjectives and adverbs, and choose between them depending on what is to be modified. Identify and define adjectives and adverbs in text presented in a variety of formats. Distinguish between adjectives and adverbs. Demonstrate the correct use of adjectives and adverbs in oral and written language. Strengthen writing by using adjectives and adverbs correctly to expand sentences. L1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the	L1.d Form and use regular and irregular verbs. Identify and define regular and irregular verbs in text presented in a variety of formats. Demonstrate consistent and appropriate use of verb tenses, such as past, present, and future in oral and written language. Analyze writing models for correct use of verb tenses. Analyze writing models for correct use and ordering of adjectives. L1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Identify and define verb tenses in text presented in a variety of formats. Apply the correct use of past, present, and future tenses of verbs in speaking and writing. Analyze writing models for correct use of verb tenses.

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
L1.g Use frequently occurring conjunctions (e.g., and, but, or, so because). Identify and define conjunctions presented in a variety of formats. Demonstrate the correct use of conjunctions in oral and written language. L1.h Use determiners (e.g., articles, demonstratives). Identify and define articles and demonstratives presented in a variety of formats. Demonstrate the correct use of articles and demonstratives in oral and written language. L1.i Use frequently occurring prepositions (e.g., during, beyond, toward). Identify and define prepositions presented in a variety of formats. Demonstrate the correct use of prepositions in oral and written language.	movie; The action movie was watched by the little boy). Distinguish between a sentence and a fragment. Distinguish between declarative, interrogative, imperative, and exclamatory sentences. Produce simple and compound sentences independently or in response to prompts. Strengthen writing by using learned parts of speech to expand sentences.	L1.f Ensure subject-verb and pronoun-antecedent agreement. Identify subjects and verbs in sentences. Recognize connection between subjects/verbs, i.e., singular subjects with singular verbs and plural subjects with plural verbs. Recognize agreement between pronouns and antecedents. Apply correct subject-verb and pronoun-antecedent agreement in speaking and writing. Analyze writing models for correct subject-verb and pronoun-antecedent agreement. L1.g Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. Identify and explain the difference between comparative and superlative.

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
L1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. Identify the components of a sentence in text presented in a variety of formats. Distinguish between a sentence and a fragment. Distinguish between declarative, interrogative, imperative, and exclamatory sentences. Use learned parts of speech to expand sentences orally and in writing.		Identify the correct modifier for given sentences. Demonstrate the correct use of comparative and superlative adjectives and adverbs in oral and written language. Analyze writing models for correct use of comparatives and superlatives. L1.h Use coordinating and subordinating conjunctions. Distinguish between coordinating and subordinating conjunctions. Use conjunctions correctly in combining sentences. Strengthen writing by revising to combine sentences correctly when appropriate. L1.i Produce simple, compound, and complex sentences.

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
		Distinguish between a sentence and a fragment. Distinguish between simple, compound, and complex sentences. Strengthen writing by revising to use a variety of sentence types.

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 1	Grade Levels: Grade 2	Next Progression: Grade 3
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
L2.a Capitalize dates and names of people. Distinguish between names and other nouns. Identify months of the year. Demonstrate correct capitalization of names and dates when writing. Analyze writing models for correct capitalization. L2.b Use end punctuation for sentences.	L2.a Capitalize holidays, product names, and geographic names. Distinguish between common and proper nouns. Demonstrate correct capitalization of holidays, product names, and geographic names in writing. Analyze writing models for correct capitalization. L2.b Use commas in greetings and closings of letters.	L2.a Capitalize appropriate words in titles. Explain the rules for capitalization of titles. Identify appropriate words to capitalize in given titles. Analyze writing models for correct capitalization. L2.b Use commas in addresses. Identify and demonstrate rules for placement of commas in addresses.

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
Identify the components of a sentence. Identify different types of sentences and their end punctuation. Use end punctuation correctly in writing. Analyze writing models for correct punctuation. L2.c Use commas in dates and to separate single words in a series. Identify and define purpose of commas in text that contains dates or a series. Demonstrate the correct use of commas in writing. L2.d Use conventional spelling for words with common spelling	Identify the components of a letter. Demonstrate the correct use of commas when writing letters (correspondence). L2.c Use an apostrophe to form contractions and frequently occurring possessives. Identify and explain the purpose and formation of contractions and possessives. Demonstrate correct formation and use of contractions and possessives. Analyze writing models for correct use and formation of contractions and possessives. L2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	Analyze and edit writing for the correct use of commas. L2.c Use commas and quotation marks in dialogue. Recognize and explain the purpose of direct dialogue in text. Identify capitalization rules for dialogue. Demonstrate correct placement of comma and quotation marks in dialogue. Analyze writing models for the correct use of punctuation in dialogue. L2.d Form and use possessives. Recognize and distinguish between contractions and possessives. Strengthen writing by revising to include appropriate use of possessives. L2.e Use conventional spelling for high frequency and other studied words and for adding suffixes to base

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
patterns and for frequently occurring irregular words. Identify common spelling patterns. Identify the spellings for frequently occurring irregular words. Practice and apply the correct spelling of words with common spelling patterns and frequently occurring irregular words. L2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Identify the letter(s) for consonant and vowel sounds. Use sound-spelling correspondences to approximate the spelling of unknown words in writing.	Identify common spelling patterns. Demonstrate use of learned spelling patterns when writing. L2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. Apply alphabet knowledge to use beginning dictionaries to check and correct spelling. Strengthen writing by using reference materials when drafting and editing.	words (e.g., sitting, smiled, cries, happiness). Identify the correct spellings for grade-level frequently occurring irregular words. Modify spelling of base words as needed when adding inflectional endings and suffixes. Use word processing prompts when appropriate to correct spelling of grade appropriate words. Analyze writing models for correct spelling of high frequency words. L2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Apply previously learned spelling patterns and generalizations to spell grade appropriate words correctly. Apply knowledge of syllable types to spell multisyllabic words.

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
		Use word processing prompts when appropriate to demonstrate correct spelling of grade-appropriate words. Analyze writing models for correct spelling. L2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. Identify the purpose of a variety of reference materials both print and digital. Demonstrate use of print and digital reference materials correctly to check and correct spellings. Use reference materials, including beginning dictionaries, independently when drafting and editing. Use word processing prompts when appropriate to correct spelling. Analyze writing models for correct spelling.

Language (L) Anchor Standard 3

Use 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 1	Grade Levels: Grade 2	Next Progression: Grade 3
L3 Begins in Grade 2.	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
L1.3 Begins in Grade 2.	L3.a Compare formal and informal use of English. Identify and distinguish between formal and informal English. Identify purposes, audiences, and environments that require formal and informal English. Adjust use of formal and informal English for purpose, audience, and environment.	L3.a Choose words and phrases for effect. Recognize and use figurative language. Choose appropriate words to convey feelings or mood in writing. Use specific rather than vague language. Strengthen writing by revising sentences for attention to reader/listener interest. Analyze writing models or speech for affect of words and phrases on feeling or mood.

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
		L3.b Recognize and observe differences between the conventions of spoken and written standard English. Identify the differences and similarities between spoken and written language. Demonstrate conventions of spoken and written English in conversations and writing.

Language (L) Anchor Standard 4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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 1	Grade Levels: Grade 2	Next Progression: Grade 3
L4 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.	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
L4.a Use sentence-level context as a clue to the meaning of a word or phrase. Identify sentence clues that help determine or clarify the meaning of a word or phrase. Access prior knowledge to help determine or clarify the meaning of a word or phrase. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation.	L4.a Use sentence-level context as a clue to the meaning of a word or phrase. Identify sentence clues that help determine or clarify the meaning of a word or phrase. Access prior knowledge to help determine or clarify the meaning of a word or phrase. Discuss words and word meanings as they are encountered. L4.b Determine the meaning of a new word formed when a known	L4.a Use sentence-level context as a clue to the meaning of a word or phrase. Identify clues within a sentence that help determine or clarify the meaning of a word or phrase. Access and connect prior knowledge and experiences to determine the meaning of words and phrases. Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
L4.b Use frequently occurring affixes as a clue to the meaning of a word. Identify common prefixes and their meanings. Identify common suffixes and their meanings. Explain the meaning of words with common prefixes and suffixes. L4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). Identify and define root words. Identify inflectional endings (e.g., s, es, ing) and their effect on word meaning. Use root words and their inflectional endings correctly when speaking and writing.	prefix is added to a known word (e.g., happy/unhappy, tell/retell). Identify common prefixes and their meaning. Use meaning of known words and prefixes to explain the meaning of new words. 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). Identify and define the root word in unknown words. Identify common suffixes and their meanings. Use meaning of prefixes and suffixes to explain the meaning of known root words. 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).	L4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Identify the root word in multisyllabic words. Identify meaning of common prefixes and suffixes. Use meaning of prefixes and suffixes to explain the meaning of new words. Identify relationships between and among words with the same prefixes and suffixes. L4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Identify and define the root word in unknown words. Use meaning of prefixes and suffixes to explain the meaning of words with known roots.

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grade 3
	Identify compound words presented orally and in a variety of texts. Combine meanings of individual words together to determine meaning of new compound words. Use compound words orally and in writing. L4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. Apply alphabet knowledge to use glossaries and dictionaries. Use keywords and text features to help find information within a specific source. Strengthen writing by using glossaries and beginning dictionaries to determine word choice.	L4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases. Identify and explain purpose of glossaries and beginning dictionaries, both print and digital. Use key words and text features to help find information within a specific source. Identify safe and unsafe online practices. Use the context in which words are used to choose among possible meanings. Strengthen writing by using reference material to revise for precise word choice.

Language (L) Anchor Standard 5:

Demonstrate understanding of figurative language, 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 1	Grade Levels: Grade 2	Next Progression: Grades 3
L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	L5 Demonstrate understanding of word relationships and nuances in word meanings.	L5 Demonstrate understanding of word relationships and nuances in word meanings.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grades 3
L5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Identify commonalities and underlining concepts among groups of words. 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).	L5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life. L5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related	L5.a Distinguish the literal and nonliteral meanings of words and phrases (e.g., take steps) in context. Differentiate between the concepts of literal and nonliteral. Recognize that word combinations have different meanings in different contexts. Apply knowledge of literal and nonliteral meaning to understand text. L5.b Identify real-life connections between words and their use (e.g.,

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grades 3
Discuss key attributes of words to identify category. Use common attributes to determine the meaning of words. L5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy). Consult reference materials including dictionaries, glossaries, thesauruses, and online resources to identify words with similar or opposite meanings. Use knowledge of nuances to determine precise words as needed for speaking and writing formats. 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. Discuss and act out a variety of verbs that have similar meanings.	adjectives (e.g., thin, slender, skinny, scrawny). Identify synonyms for given verbs and adjectives. Use context clues to distinguish intensity (nuances) of meaning among synonyms. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meanings of words and phrases.	describe people who are friendly or helpful). Access prior knowledge and experiences to identify connections between words and their application to real life. L5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). Access prior knowledge, as well as reference materials both print and digital to identify synonyms for given words.

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grades 3
Identify synonyms for verbs and adjectives. Use context clues to distinguish intensity (nuances) of meaning among synonyms.		

Language (L) Anchor Standard 6:

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).

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 1	Grade Levels: Grade 2	Next Progression: Grades 3
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).	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).	L6 Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Essential Skills and Knowledge:

Pre Requisite Skills: Grade 1	Grade Levels: Grade 2	Next Progression: Grades 3
Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Demonstrate the correct use of conjunctions in oral and written language.	Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Use adjectives and adverbs and choose between them depending on what is to be modified.	Through modeling and exposure to a variety of texts, develop rich oral language and writing, including general academic and domain-specific words. Participate in collaborative conversations with diverse peers about grade 3 topics and text, building on other's ideas and expressing their own clearly.

