

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:

- **Pre-Kindergarten:** Pre-kindergarten students begin to develop foundational understanding of standard English grammar and usage through meaningful, supported participation in oral language and literacy experiences. With modeling, prompting, and hands-on practice, they explore conventions such as letter formation, parts of speech, sentence structure, and basic grammar within interactive and developmentally appropriate contexts.
- **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.

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 PreK	Grade Levels: Grade K	Next Progression: Grade 1
L1 Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive read-alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc).	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 PreK	Grade Levels: Grade K	Next Progression: Grade 1
With modeling, prompting, and support: L1.a Print most upper and some lower case letters of the alphabet. - Explicitly and sequentially develop and strengthen fine motor skills which support letter formation using a variety of activities (Playdough, tongs...). - Recognize that names begin with a capital/uppercase letter.	With modeling, prompting, and support: L1.a Print many upper and lower case letters of the alphabet. - Explicitly and sequentially strengthen fine motor skills which support letter formation using a variety of activities. - Via direct instruction of letter formation, correctly form many upper and lowercase letters on	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.

Pre Requisite Skills: Grade PreK	Grade Levels: Grade K	Next Progression: Grade 1
- Recognize that names begin with a capital/uppercase letter. - Practice writing name on various sizes and styles of paper, and with other mediums (e.g., sand, finger paint, Playdough...) in a developmentally appropriate manner. L1.b Use frequently occurring nouns and verbs. - Demonstrate the use of frequently occurring nouns and verbs when speaking. - Demonstrate subject/verb agreement when speaking. - Demonstrate correct verb tense when speaking. - Demonstrate noun/pronoun agreement when speaking. L1.c Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog).	various sizes and styles of paper, and with other mediums in a developmentally appropriate manner. - Correctly form upper and lowercase letters in first and last name. - Correctly form most upper and lowercase letters. L1.b Use frequently occurring nouns and verbs. - Demonstrate the use of nouns as naming words when speaking and writing. - Demonstrate the use of verbs as action words when speaking and writing. - Demonstrate correct verb tense when speaking and writing. - Demonstrate subject/verb agreement when speaking and writing. - Demonstrate noun/pronoun agreement when speaking and writing.	L1.b Use common, proper, and possessive nouns. - Define and identify nouns in text presented in a variety of formats. - Distinguish between common, proper, and possessive nouns. 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). I

Pre Requisite Skills: Grade PreK	Grade Levels: Grade K	Next Progression: Grade 1
- Understand concept of singular and plural (e.g. multiple objects). - Apply understanding of singular and plural nouns when speaking. L1.d Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how). - Apply understanding of singular and plural nouns when speaking. - Apply understanding of singular and plural nouns when speaking. L1.e Gain exposure to the most frequently occurring prepositions (e.g., in front of, behind, below, above, beside, over, by, with). - Apply understanding of singular and plural nouns when speaking. - Demonstrate understanding of prepositions by engaging in interactive play and games (Simon Says, Hide and Seek).	- Use commonly confused words correctly, such as get/got, have/has when writing and speaking. L1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). - Use regular plural nouns when speaking and writing. L1.d Understand and use question words (interrogatives) (e.g., who, what where, when, why, how). - Participate in oral language activities that foster questioning skills. - Identify and define question words presented in a variety of texts. - Practice and apply questioning skills when speaking and writing. L1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). - Demonstrate the use of prepositions when speaking and writing.	- Identify and define pronouns presented in a variety of texts. - 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.

Pre Requisite Skills: Grade PreK	Grade Levels: Grade K	Next Progression: Grade 1
• Begins to recognize and use prepositions correctly when speaking. L1.f Produce complete sentences in shared language activities. • Participate in oral language activities that foster questioning skills. • Use standard English in language activities. • Use complex sentences in conversations, in response to questions and during language experience activities.	L1.f Produce and expand complete sentences in shared language activities. • Produce and expand complete sentences in shared language activities. • Use modifiers (i.e. adjectives, adverbs, pronouns, etc.) to expound ideas to expand complete sentences when speaking and writing. • Use and expand complete sentences in conversation, in response to questions and during language experience activities. • Demonstrate subject/verb agreement when speaking and writing. • Use correct verb tense when speaking and writing. • Demonstrate noun/pronoun agreement when speaking and writing.	• Identify and define adjectives in text presented in a variety of formats. • Classify adjectives into categories such as size, color. L1.g Use frequently occurring conjunctions (e.g., and, but, or, so because). • Classify adjectives into categories such as size, color. • 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.

Pre Requisite Skills: Grade PreK	Grade Levels: Grade K	Next Progression: Grade 1
		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. 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.

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:

- **Pre-Kindergarten:** Pre-kindergarten students begin developing early awareness of writing conventions through shared reading and writing experiences. With modeling and support, they explore the purposes of capitalization, punctuation, spacing, and letter formation as they engage in developmentally appropriate writing tasks and practice foundational fine motor skills.
- **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.

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 PreK	Grade Levels: Grade K	Next Progression: Grade 1
L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.	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 PreK	Grade Levels: Grade K	Next Progression: Grade 1
With modeling, prompting, and support: L2.a Recognize that their name begins with a capital letter. Recognize that space is used to separate words. Recognize the difference between upper and lower case letters. Recognize names (proper nouns) begin with a capital letter. Recognize that space is used to separate words.	L2.a Capitalize the first word in a sentence and the pronoun I. Distinguish between names and other nouns. Use capital letters for first letter of names (proper nouns), at the beginning of a sentence and the pronoun I. L2.b Recognize and name end punctuation. Use period, question mark, or exclamation point appropriately at the end of sentences.	L2.a Capitalize dates and names of people. Distinguish between names and other nouns. Demonstrate correct capitalization of names and dates when writing. Analyze writing models for correct capitalization. L2.b Use end punctuation for sentences. Identify the components of a sentence.

Pre Requisite Skills: Grade PreK	Grade Levels: Grade K	Next Progression: Grade 1
L2.b Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point). Identify end punctuation presented in a variety of texts. Practice developmentally appropriate writing skills including end punctuation (period, question mark, exclamation point). L2.c Use letter-like shapes, symbols, letters, and words to convey meaning. Identify and define purpose of commas in text that contains dates or a series. Demonstrate an awareness of the relationship between spoken words and written text. Understand the use of space between words in text presented in a variety of formats. Practice and apply use of space between words correctly in developmentally appropriate writing.	Practice and apply skill in writing. L2.c Write a letter or letters for most consonant and short vowel sounds (phonemes). Identify letter or letters for most consonant and short vowel sounds presented in a variety of texts. Demonstrate an understanding of the relationship between sounds and letters. Write letters for most consonant and short vowel sounds in writing. L2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Identify common spelling patterns. Recognize that space is used to separate words. Apply conventional spelling rules for grade appropriate words in writing. Use logical graphemes to represent phonemes in words.	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. Recognize and explain the purpose of direct dialogue in text. 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 patterns and for frequently occurring irregular words. Identify common spelling patterns. Identify the spellings for frequently occurring irregular words.

Pre Requisite Skills: Grade PreK	Grade Levels: Grade K	Next Progression: Grade 1
Practice making letter-like shapes, symbols, letters, and words in a simple sentence. L2.d Develop fine motor skills necessary to control and sustain handwriting. Write with preferred/dominant hand. Hold pencil with a controlled grip during writing activities. Write first name with conventionally formed letters.		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. 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.

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 PreK	Grade Levels: Grade K	Next Progression: Grade 1
L3 Begins in Grade 2.	L3 Begins in Grade 2.	L3 Begins in Grade 2.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade PreK	Grade Levels: Grade K	Next Progression: Grade 1
L3 Begins in Grade 2.	L3 Begins in Grade 2.	L3 Begins in Grade 2.

Language (L) Anchor Standard 4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

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:

- **Pre-Kindergarten:** Pre-kindergarten students begin to develop an awareness of word meanings by engaging in rich conversations and interactive read-alouds. With modeling and support, they explore the meaning of unfamiliar words and phrases through discussion, and experiences with language in stories, instruction, and everyday interactions.
- **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.

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 PreK	Grade Levels: Grade K	Next Progression: Grade 1
L4 Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content.	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	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.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade PreK	Grade Levels: Grade K	Next Progression: Grade 1
With modeling, prompting, and support: Access prior knowledge and experiences to determine the meaning of words and phrases. Discuss words and phrases and their meanings as they are encountered in texts, instruction and conversations.	With modeling, prompting, and support: 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). Access prior knowledge and experiences to determine the meaning of words and phrases. Discuss words and word meanings as they are encountered in texts, instruction, and conversations.	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.

Pre Requisite Skills: Grade PreK	Grade Levels: Grade K	Next Progression: Grade 1
	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. Use inflections and affixes to determine meaning of words.	L4.b Use frequently occurring affixes as a clue to the meaning of a word. 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.

Language (L) Anchor Standard 5:

With guidance and support from adults, explore 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:

- **Pre-Kindergarten:** Pre-kindergarten students begin to explore the meanings and relationships between words through hands-on experiences, conversations, and exposure to a variety of texts. With modeling and support, they sort words into categories, discuss opposites, and make real-life connections to deepen their understanding of vocabulary and how language conveys meaning.
- **Grades K-2:** Students begin to understand word relationships through experiences with text and rich discussions with adults and peers.

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 PreK	Grade Levels: Grade K	Next Progression: Grade 1
L5 With modeling, prompting, and support from adults, explore word relationships and nuances in word meanings.	L5 With guidance and support from adults, explore word relationships and nuances in word meanings.	L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Essential Skills and Knowledge:

Pre Requisite Skills: Grade PreK	Grade Levels: Grade K	Next Progression: Grade 1
With modeling, prompting, and support: L5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Identify and sort objects and/or pictures of common words into basic categories. Discuss commonalities and differences among groups of words. L5.b Demonstrate understanding of frequently occurring verbs and	L5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. With prompting and support, discuss commonalities among groups of words. Sort and categorize objects. L5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	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). Discuss key attributes of words to identify category.

Pre Requisite Skills: Grade PreK	Grade Levels: Grade K	Next Progression: Grade 1
adjectives by relating them to their opposites (antonyms). Discuss the meaning of frequently occurring verbs and adjectives and their opposites. Identify and sort objects and/or pictures of common verbs and adjectives into basic categories. L5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). Access prior knowledge and experiences to identify connections between words and their application to real life. Gain new knowledge/vocabulary through hands-on experiences and by exposure to a variety of literary, informational and expository texts reflecting a wide range of cultures. Connect prior knowledge and new knowledge/vocabulary to increase understanding.	Discuss the meaning of known words to identify the opposite word (antonym). L5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). Access prior knowledge and experiences to identify connections between words and their application to real life. Develop prior knowledge and vocabulary through exposure to a variety of literary and informational text (narrative and expository) reflecting a wide range of cultures). L5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out meanings. Discuss and act out a variety of verbs that mean the same basic concept. Use pictures and other multimedia formats to identify differences in	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. Identify synonyms for verbs and adjectives.

Pre Requisite Skills: Grade PreK	Grade Levels: Grade K	Next Progression: Grade 1
	meaning between related 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 text.

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:

- **Pre-Kindergarten:** Pre-kindergarten students begin building vocabulary by engaging in rich conversations, interactive read-alouds, and hands-on experiences. With modeling, prompting, and support, they use new words and phrases in meaningful contexts, laying the foundation for understanding and expressing ideas across a variety of topics.
- **Grades K-2:** Students expand their vocabulary through reading, being read to, explicit vocabulary instruction, and engaging in discussions with adults and peers.

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 PreK	Grade Levels: Grade K	Next Progression: Grade 1
L6 Use words and phrases acquired through conversation, being read to, and responding to text.	L6 Use words and phrases acquired through conversations, reading , being read to, and responding to text.	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).

Essential Skills and Knowledge:

Pre Requisite Skills: Grade PreK	Grade Levels: Grade K	Next Progression: Grade 1
With modeling, prompting, and support: Develop rich oral language through exposure to a wide variety of texts and hands-on experiences. Participate in collaborative conversations with peers about diverse topics from read-alouds and other multimedia formats.	With modeling, prompting, and support: Through exposure to a variety of texts, develop rich oral language and writing. Participate in collaborative conversations with peers about kindergarten topics and text read aloud, written, or presented in other multimedia formats.	Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts. Participate in collaborative conversations 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.