

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. They expand simple sentences with relevant details and create compound sentences. They can distinguish between declarative, interrogative, imperative, and exclamatory sentences.

Language Standard 1 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
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.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
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. • 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.	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 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.

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
• 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). • 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). • Identify and define question words in texts presented in a variety of formats. • Practice and apply the use of question words when speaking. • Participate in oral language activities that foster questioning skills	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. • 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.

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
L1.e Gain exposure to the most frequently occurring prepositions (e.g., in front of, behind, below, above, beside, over, by, with). • Demonstrate understanding of prepositions by engaging in interactive play and games (Simon Says, Hide and Seek). • 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 complete sentences in conversations, in response to questions and during language experience activities.	• 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. 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.

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.

Language Standard 2 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
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.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
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. 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.	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. - Practice and apply skill in writing. L2.c Write a letter or letters for most consonant and short vowel sounds (phonemes).

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
- 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. - 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 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.	- 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.

Language (L) Anchor Standard 3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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:

- **Pre-Kindergarten:** This standard begins in Grade 2.
- **Grades K-2:** Starting in Grade 2, students use their knowledge of language, including their understanding of the difference between formal and informal language, when writing, speaking, reading, or listening.

Language Standard 3 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
L3 Begins in Grade 2.	L3 Begins in Grade 2.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
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 by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate

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. Students may use resources such as glossaries and dictionaries to support their word learning.

Language Standard 4 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
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.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
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.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.

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:

- **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. They can sort words into categories, recognize opposites, understand “shades of meaning” between similar verbs and adjectives, and they make real-life connections to deepen their understanding of vocabulary.

Language Standard 5 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
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.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
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 adjectives by relating them to their opposites (antonyms). - Discuss the meaning of frequently occurring verbs and adjectives and their opposites.	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). - 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).

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
- 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.	- 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 meaning between related verbs and adjectives.

Language (L) Anchor Standard 6:

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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. They appropriately use conjunctions signaling relationships as well as adjectives and adverbs.

Language Standard 6 Desired Student Performance:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
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.

Essential Skills and Knowledge:

Grade Level: Pre-Kindergarten	Next Progression: Kindergarten
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.