Language Standards K-5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

<table>
<thead>
<tr>
<th>Conventions of Standard English</th>
<th>Kindergartners:</th>
<th>Grade 1 students:</th>
<th>Grade 2 students:</th>
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</thead>
<tbody>
<tr>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>a. Print many upper- and lowercase letters.</td>
<td>a. Print all upper- and lowercase letters.</td>
<td>a. Use collective nouns (e.g., group).</td>
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<td></td>
<td>b. Use frequently occurring nouns and verbs.</td>
<td>b. Use common, proper, and possessive nouns.</td>
<td>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</td>
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<td>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</td>
<td>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</td>
<td>c. Use reflexive pronouns (e.g., myself, ourselves).</td>
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<td>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</td>
<td>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</td>
<td>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</td>
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<td>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</td>
<td>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).</td>
<td>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</td>
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<td>f. Produce and expand complete sentences in shared language activities.</td>
<td>f. Use frequently occurring adjectives.</td>
<td>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</td>
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<tr>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>a. Capitalize the first word in a sentence and the pronoun I.</td>
<td>a. Capitalize dates and names of people.</td>
<td>a. Capitalize holidays, product names, and geographic names.</td>
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<td></td>
<td>b. Recognize and name end punctuation.</td>
<td>b. Use end punctuation for sentences.</td>
<td>b. Use commas in greetings and closings of letters.</td>
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<td></td>
<td>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</td>
<td>c. Use commas in dates and to separate single words in a series.</td>
<td>c. Use an apostrophe to form contractions and frequently occurring possessives.</td>
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<td>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</td>
<td>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</td>
<td>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</td>
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<td></td>
<td>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</td>
<td>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</td>
</tr>
</tbody>
</table>
## Language Standards K-5

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<td><strong>Knowledge of Language</strong></td>
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</table>
| 3. ( Begins in grade 2) | 3. ( Begins in grade 2) | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
| a. **Vocabulary Acquisition and Use** | a. **Vocabulary Acquisition and Use** | a. **Vocabulary Acquisition and Use** |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  
| 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. 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.  
| 5. With guidance and support from adults, explore word relationships and nuances in word meanings.  
| a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  
| b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).  
| c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).  
| d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.  
| 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  
| | a. Use sentence-level context as a clue to the meaning of a word or phrase.  
| b. Use frequently occurring affixes as a clue to the meaning of a word.  
| c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  
| d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., bookshelf, notebook, bookmark).  
| e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.  
| 5. Demonstrate understanding of word relationships and nuances in word meanings.  
| a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  
| b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).  
| 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).  
| | a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  
| 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).  
| c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).  
| 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.  
| 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).  

## Knowledge of Language

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

## Vocabulary Acquisition and Use

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.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

5. Demonstrate understanding of word relationships and nuances in word meanings.

a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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## Grade 1 students:

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