

Conventions of Standard English

Standard 1

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Kindergarten:

- a. With guidance and support, identify and write many upper- and lowercase letters, including those in the student's name.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

1st Grade:

- a. Independently identify and legibly write all upper- and lowercase letters (legibility is defined as the letter being recognizable to readers in isolation from other letters in a word).
- b. Produce grade-appropriate text using legible writing.
- c. Use common, proper, and possessive nouns.
- d. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- e. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- f. 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).
- g. Use frequently occurring adjectives.
- h. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- i. Use determiners (e.g., articles, demonstratives).
- j. Use frequently occurring prepositions (e.g., during, beyond, toward).
- k. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2nd Grade:

- a. Fluently, independently, and legibly write all upper- and lowercase letters.
- b. Produce grade-appropriate text using legible writing.
- c. Understand that cursive is different from manuscript.
- d. Use collective nouns (e.g., group).
- e. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- f. Use reflexive pronouns (e.g., myself, ourselves).
- g. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- h. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- i. 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).

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3rd Grade:

- a. **Independently and legibly write all upper-and lower-case cursive letters.**
- b. **Produce grade-appropriate text using legible cursive writing.**
- c. Explain the function of **nouns, pronouns, verbs, adjectives, and adverbs** in general and their functions in particular sentences
- d. Form and use **regular and** irregular plural nouns.
- e. Use abstract nouns (e.g., *childhood*).
- f. Form and use **regular and** irregular verbs.
- g. Form and use **the simple** (e.g., *I walked; I walk; I will walk*) verb **tenses**.
- h. **Ensure subject-verb and pronoun-antecedent agreement.**
- i. Form and use **comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.**
- j. **Use coordinating and subordinating** conjunctions.
- k. **Produce** simple, compound and complex sentences.

4th Grade:

- a. **Fluently**, independently, and legibly write all upper and lower case cursive letters.
- b. **Produce grade-appropriate text using legible cursive.**
- c. Use **relative** pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- d. Form and use the **progressive** (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- e. Use **modal auxiliaries** (e.g., *can, may, must*) to convey various conditions.
- f. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).
- g. Form and use **prepositional phrases**.
- h. Produce complete sentences, **recognizing and correcting inappropriate fragments and run-ons.**
- i. **Correctly use frequently confused words** (e.g., *to, too, two; there, their*).

5th Grade:

- a. **Maintain** legible and fluent cursive writing.
- b. Explain the function of conjunctions, **prepositions, and interjections** in general and their function in particular sentences.
- c. Form and use the **perfect** (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- d. Use **verb tense** to convey various **times, sequences, states, and** conditions.
- e. **Recognize and correct inappropriate shifts in verb tense.**
- f. Use **correlative conjunctions** (e.g., *either/or, neither/nor*).

K-5 Language Standards Vertical Alignment

Conventions of Standard English

Standard 2

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Kindergarten:

- a. Capitalize the first word in a sentence and the pronoun *I*.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

1st Grade:

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spellings for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

2nd Grade:

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives
- d. Generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

3rd Grade

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

4th Grade:

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade- appropriate words correctly, consulting references as needed.

5th Grade:

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade- appropriate words correctly, consulting references as needed.

K-5 Language Standards Vertical Alignment

**Knowledge of Language
Standard 3**

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.

Kindergarten: (Begins in grade 2)
1 st Grade: (Begins in grade 2)
2 nd Grade: a. Compare formal and informal uses of English.
3 rd Grade: a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.
4 th Grade: a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
5 th Grade: a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**Vocabulary Acquisition and Use
Standard 4**

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.

Kindergarten: 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.
1 st Grade: 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. 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).

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2nd Grade: 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.

- 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.**

3rd Grade: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 3** 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 affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

4th Grade: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 4** reading and content, choosing flexibly from an array of strategies.

- a. Use context (e.g., **definitions, examples, or restatements in text**) as a clue to the meaning of a word or phrase.
- b. Use **common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word** (e.g., *telegraph, photograph, autograph*).
- c. **Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and** determine or clarify the precise meaning of key words and phrases.

5th Grade: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 5** reading and content, choosing flexibly from an array of strategies.

- a. Use context (e.g., **cause/ effect relationships and comparisons in text**) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Kindergarten:

- 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.

1st Grade:

- 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.

2nd Grade:

- 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**).

3rd Grade:

- a. **Distinguish the literal and nonliteral meanings of words and phrases in context** (e.g., **take steps**).
- b. Identify real-life connections between words and their use (e.g., **describe people who are friendly or helpful**).
- c. Distinguish shades of meaning among related words **that describe states of mind or degrees of certainty** (e.g., **knew, believed, suspected, heard, wondered**)

4th Grade:

- a. **Explain the meaning of simple similes and metaphors** (e.g., **as pretty as a picture**) in context
- b. **Recognize and explain the meaning of common idioms, adages, and proverbs.**
- c. **Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)**

5th Grade:

- a. **Interpret figurative language, including similes and metaphors, in context.**
- b. **Recognize and explain the meaning of common idioms, adages, and proverbs.**
- c. **Use the relationship between particular words** (e.g., synonyms, antonyms, **homographs**) **to better understand each of the words.**

K-5 Language Standards Vertical Alignment

Vocabulary Acquisition and Use

Standard 6

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.

Kindergarten: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
1 st Grade: 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).
2 nd Grade: 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).
3 rd Grade: 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).
4 th Grade: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
5 th Grade: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).