

Conventions of Standard English - 2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- K**
 - 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.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 1**
 - 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 spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 2**
 - 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.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 3**
 - 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.

Conventions of Standard English - 2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a.** Use correct capitalization.
- 4 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.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a.** Use punctuation to separate items in a series.*
- b.** Use a comma to separate an introductory element from the rest of the sentence.
- 5 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.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 6 a.** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
- b.** Spell correctly.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 7 a.** Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- b.** Spell correctly.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 8 a.** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b.** Use an ellipsis to indicate an omission.
- c.** Spell correctly.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 9 - 10 a.** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b.** Use a colon to introduce a list or quotation.
- c.** Spell correctly.

Language Standards

Conventions of Standard English - 2

11 - 12

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.
- b. Spell correctly.

Language Standards

Knowledge of Language - 3

K (Begins in grade 2)

1 (Begins in grade 2)

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

2 a. Compare formal and informal uses of English.

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

a. Choose words and phrases for effect.*

3 b. Recognize and observe differences between the conventions of spoken and written standard English.

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

a. Choose words and phrases to convey ideas precisely.*

b. Choose punctuation for effect.*

4 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).

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

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

5 b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

a. Vary sentence patterns for meaning, reader/ listener interest, and style.*

6 b. Maintain consistency in style and tone.*

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

7 a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

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

8 a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Language Standards

Knowledge of Language - 3

9 - 10

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.

a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

11 - 12

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.

a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

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 **K** 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.

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.

- 1**
 - 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).

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.

- 2**
 - 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.

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- 3**
 - 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.

Vocabulary Acquisition and Use - 4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- 4 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.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range 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.
- 5 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.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning
- 6 of a word (e.g., audience, auditory, audible).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Vocabulary Acquisition and Use - 4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- a.** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- c.** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a.** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- c.** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- c.** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Vocabulary Acquisition and Use - 4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

- a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- 11 - 12 b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c.** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Vocabulary Acquisition and Use - 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.

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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.

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).

Demonstrate understanding of word relationships and nuances in word meanings.

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).

Vocabulary Acquisition and Use - 5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- 4 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).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- 5 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.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- 6 b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- 7 c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- 8 b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Language Standards

Vocabulary Acquisition and Use - 5

9 - 10

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

11 - 12

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

Language Standards

Vocabulary Acquisition and Use - 6

K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

1 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., I named my hamster Nibblet because she nibbles too much because she likes that).

2 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 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 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 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).

6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

7 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9 - 10 Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

11 - 12 Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.