Conventions of Standard English

K	1st	2nd	3rd	4th	5th	6th
1. Demonstrate command of the conventions of standard English **grammar** and usage when **writing** and **speaking**.	Demonstrate command of the **conventions** of standard English **grammar** and usage when writing and speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. With guidance and support **identify** and **print many upper & lowercase letters,** including those in the student's name.	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).	a. **Fluently, independently, and legibly write all upper- and lowercase letters.**	a. Fluently and independently and legibly write all **upper-and lower-case cursive letters.**	a. Fluently, independently, and **legibly write** all upper and lower case cursive letters.	a. Maintain legible and fluent cursive writing.	a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
b. **Use** frequently occurring **nouns and verbs.**	b. Produce grade-appropriate text using **legible writing.**	b. **Produce** grade-appropriate **text using legible writing.**	b. Produce grade-appropriate text using **legible cursive writing.**	b. Produce grade-appropriate text using **legible cursive.**	b. **Explain the function** of **conjunctions, prepositions, and interjections** in **general** and their function in **particular** sentences.	b. Use intensive pronouns (e.g., *myself, ourselves*).
c. **Form** regular **plural nouns orally** by adding **/s/ or /es/** (e.g., dog, dogs; wish, wishes).	c. Use common, **proper, and possessive nouns.**	c. Understand **cursive is different is different from writing.**	c. **Explain the function of nouns, pronouns, verbs, adjectives, and adverbs** in general and their functions in particular sentences. **Use abstract nouns** (e.g., childhood).	c. Use **relative pronouns (who, whose, whom, which, that)** and **relative adverbs (where, when, why).**	c. Form and use the **perfect verb tenses** (e.g., I had walked; I have walked; I will have walked).	c. Recognize and correct inappropriate shifts in pronoun number and person.
d. **Understand and use questions words** (interrogatives) (e.g., who, what, where, when, why, how).	d. Use **singular and plural nouns with matching verbs** in basic sentences (e.g., He hops; We hop).	d. Use **collective nouns** (e.g., group).	d. Form and use **regular and irregular** plural nouns.	d. Form and use the **progressive verb tenses** (e.g., I am walking; I will be walking).	d. **Use verb tense to convey various times, sequences, states, and conditions.**	d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

Conventions of Standard English (cont.)

K	1st	2nd	3rd	4th	5th	6th
e. **Use** the most **frequently occurring prepositions** (e.g., to, from, in, out, on, off, for, of, by, with).	e. **Use personal, possessive, and indefinite pronouns** (e.g., I, me, my; they, them, their; anyone, everything).	e. Form and use frequently occurring **irregular plural nouns** (e.g., feet, children, teeth, mice, fish).	e. Use abstract nouns (e.g., childhood).	e. Use modal **auxiliaries** to convey various conditions (e.g., **can, may, must**).	e. Recognize and **correct inappropriate shifts in verb tense.**	e. Recognize variations from standard English in their own and others' writing and speaking, identify and use strategies to improve expression in conventional language.
f. **Produce and expand complete sentences** in shared language activities.	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).	f. Use **reflexive pronouns** (e.g., myself, ourselves).	f. **Form and use the simple verb tenses** (e.g., I walked; I walk; I will walk).	f. **Order adjectives within sentences according to conventional patterns** (e.g., a small red bag – rather than – a red small bag).	f. Use **correlative conjunctions** (e.g., either/or, neither/nor).	
	g. Use frequently occurring **adjectives**	g. Form and use the **past tense** of frequently occurring **irregular verbs** (e.g., **sat, hid, told**).	g. Ensure **subject-verb and pronoun-antecedent agreement.**	g. Form and use **prepositional phrases**		
	h. Use frequently occurring **conjunctions** (e.g., and, but, or, so, because).	h. **Use adjectives and adverbs,** and **choose between them** depending on what is to be modified.	h. Form and use **comparative and superlative adjectives and adverb**s, and **choose between them** depending on what is to be modified.	h. Produce **complete sentences, recognizing and correcting inappropriate fragments and run-ons.**		
	i. Use **determiners** (e.g., articles, demonstratives).	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).	i. Use **coordinating and subordinating conjunctions.**	i. Correctly use **frequently confused** words (e.g., **to, too, two; there, their**).		
	j. Use frequently occurring **prepositions** (e.g., during, beyond, toward).		j. Produce simple, compound, and complex sentences			

Conventions of Standard English (cont.)

K	1st	2nd	3rd	4th	5th	6th
	k. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory **sentences in response to prompts**.					
2. Demonstrate command of the **conventions** of standard English **capitalization, punctuation, and spelling** when writing.	Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing.	Demonstrate command of the **conventions** of standard English **capitalization, punctuation, and spelling** when writing.	Demonstrate command of the **conventions** of standard English **capitalization, punctuation, and spelling** when writing.	Demonstrate command of the **conventions** of standard English **capitalization, punctuation, and spelling** when writing.	Demonstrate command of the **conventions** of standard English **capitalization, punctuation, and spelling** when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. **Capitalize** the **first word in a sentence** and the pronoun **"I".**	a. **Capitalize** dates and names of people.	a. Capitalize **holidays, product names**, and **geographic names**.	a. Capitalize appropriate **words in titles.**	a. Use **correct capitalization.**	a. **Use punctuation** to **separate items in a series**.	a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
b. **Recognize and name end punctuation.**	b. Use **end punctuation** for sentences.	b. **Use commas** in **greetings and closings** of letters.	b. Use commas in **addresses.**	b. Use commas and quotation marks to mark direct speech **and quotations from a text.**	Use a comma to **separate an introductory element from the rest of the sentence.**	b. Spell correctly.
c. **Write** a letter or **letters** for most **consonant and short-vowel sounds** (phonemes).	c. Use **commas** in dates and to separate single words in a series.	c. **Use an apostrophe** to form **contractions** and frequently occurring **possessives.**	c. Use **commas and quotation marks in dialogue.**	c. Use a comma before a **coordinating conjunction** in a **compound 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. **Spell simple words phonetically**, drawing on knowledge of **sound-letter relationships.**	d. Use **conventional spelling** for words with common spelling patterns and for frequently occurring irregular words.	d. **Generalize learned spelling patterns** when writing words (e.g., cage – badge; boy – boil).	d. Form and use **possessives.**	d. **Spell grade-appropriate words correctly, consulting references** as needed.	d. Use **underlining, quotation marks, or italics to indicate titles** of works.	

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Conventions of Standard English (cont.)

K	1st	2nd	3rd	4th	5th	6th
	e. **Spell** untaught words **phonetically**, drawing on phonemic awareness and spelling conventions.	e. **Consult reference materials**, including beginning dictionaries, as needed **to check and correct spelling.**	e. Use **conventional spelling** for high-frequency and other studied words and for **adding suffixes to base words** (e.g., sitting, smiled, cries, happiness).		e. Spell grade-appropriate words correctly, consulting references as needed.	
			f. Use spelling **patterns and generalizations** in writing words (e.g., **word families, position-based spellings, syllable patterns, ending rules, meaningful word parts**).			
			g. Consult reference materials, including beginning dictionaries, as needed to check correct spellings.			

Knowledge of Language

K	1st	2nd	3rd	4th	5th	6th
3. Begins in grade 2.	Begins in grade 2.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		a. **Compare formal and informal uses of English.**	a. **Choose words and phrases for effect.**	a. Choose words and phrases **to convey ideas precisely.**	a. **Expand, combine, and reduce sentences** for **meaning, reader/listener interest, and style.**	a. Vary sentence patterns for meaning, reader/ listener interest, and style.
			b. Recognize and observe **differences between the conventions of spoken and written** standard English.	b. **Choose punctuation for effect.**	b. **Compare and contrast the varieties of English** used in stories, dramas, or poems (e.g., **dialects, registers**).	b. Maintain consistency in style and tone.
				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).		

Vocabulary Acquisition and Use

K	1st	2nd	3rd	4th	5th	6th
4. Determine or clarify the meaning of unknown and **multiple-meaning words and phrases** based on kindergarten reading and content.	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.	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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 3** reading and content, choosing flexibly from a **range of strategies.**	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.	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.	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. **Identify new meanings for familiar words** and **apply them accurately** (e.g., knowing *duck* is a bird and learning the verb *to duck*).	a. Use sentence-level **context as a clue** to the meaning of a word or phrase.	a. Use sentence-level context as a clue to the meaning of a word or phrase.	a. Use sentence-level context as a clue to the meaning of a word or phrase.	a. Use **context** (e.g., **definitions, examples, or restatements** in text) as a clue to the meaning of a word or phrase.	a. Use context (e.g., **cause/effect relationships and comparisons** in text) as a clue to the meaning of a word or phrase.	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** the most frequently occurring **inflections and affixes as a clue to the meaning of an unknown word** (e.g., -ed, -s, re-, un-, pre-, -ful, -less).	b. Use frequently occurring **affixes as a clue** to the meaning of a word.	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).	b. Determine the meaning of the new words formed when a **known affix** is added to a known word (e.g.,agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	b. Use common, grade-appropriate **Greek and Latin affixes and roots** as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	b. Use common, grade-appropriate Greek or Latin affixes and bases/roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
	c. Identify frequently occurring **root words** (e.g., look) and their **inflectional forms** (e.g., looks, looked, looking).	c. **Use a known root word as a clue** to the meaning of an **unknown word with the same root** (e.g., addition, additional).	c. Use known root word as a clue to the meaning of an unknown word with the same root (i.e., company. companion).	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 keywords and phrases.	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 keywords and phrases.	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. **Use** knowledge of the **meaning of individual words to predict the meaning of compound words** (e.g., birdhouse, lighthouse, horsefly, bookshelf, notebook,	d. Use glossaries or beginning dictionaries, both print and digital, to **determine or clarify the precise meaning of keywords and phrases.**			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).

K	1st	2nd	3rd	4th	5th	6th
		bookmark).				

Vocabulary Acquisition and Use (cont.)

K	1st	2nd	3rd	4th	5th	6th
		e. Use **glossaries** and **beginning dictionaries**, both **print and digital**, to determine or clarify the meaning of words and phrases.				
5. With guidance and support from adults, **explore word relationships and nuances** in word meanings.	With guidance and support from adults, demonstrate understanding of **word relationships** and nuances in word meanings.	**Demonstrate understanding** of word relationships and nuances in word meanings.	Demonstrate understanding of word relationships and nuances in word meanings.	Demonstrate understanding of **figurative language,** word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, 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.	a. **Sort words into categories** (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	a. **Identify real-life connections between words and their use** (e.g., describe foods that are spicy or juicy).	a. **Distinguish the literal and nonliteral meanings** of words and phrases in context (e.g., take steps).	a. Explain the meaning of **simple similes and metaphors** in context (e.g., as pretty as a picture).	a. **Interpret figurative language**, including similes and metaphors in context.	a. Interpret figures of speech (e.g., personification) in context.
b. Demonstrate understanding of frequently occurring **verbs and adjectives** by **relating** them to their **opposites** (antonyms).	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).	b. Distinguish **shades of meaning** among closely **related verbs** (e.g., toss, throw, hurl) and closely **related adjectives** (e.g., thin, slender, skinny, scrawny).	b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or helpful).	b. Recognize and explain the meaning of **common idioms, adages, and proverbs**.	b. Recognize and explain the meaning of common idioms, adages, and proverbs.	b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
c. **Identify** real-life **connections between words and** their **use** (e.g., note places at **school** that are colorful).	c. Identify real-life **connections between words** and their use (e.g., note places at home that are cozy).		c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	c. Demonstrate understanding of words by relating them to their **opposites (antonyms) and** to words with **similar** but not identical **meanings (synonyms).**	c. Use the **relationship between particular words** to better understand each of the words (e.g., synonyms, antonyms, **homographs**).	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, non-wasteful, thrifty*).
d. **Distinguish shades of meaning among verbs** describing the same general action by **acting out the meanings** (e.g.,	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,					

walk, march, strut, prance) by acting out the meanings.	gigantic) be defining or choosing them or acting out the meanings						

Vocabulary Acquisition and Use (cont.)

K	1st	2nd	3rd	4th	5th	6th
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Use words and phrases through conversations, reading and being read to, and responding to texts, including using **frequently occurring conjunctions to signal simple relationships** (e.g., because).	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).	**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).	Acquire and use accurately grade-appropriate conversational, 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 preservations).	Acquire and use accurately grade-appropriate conversational, 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).**	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.