

Language (L) Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; build basic sentence structure and grammar through speaking and early writing.

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:

- **Grades K-2:** Students use complete sentences, understand subject-verb agreement, use common nouns, verbs, and adjectives. They begin using pronouns and prepositions and recognize and form plurals and verb tenses.
- **Grades 3-5:** Students develop more complex grammatical understanding for effective writing and speaking. They use all parts of speech, including conjunctions and interjections. They use verb tenses correctly (past, present, future), ensure subject-verb and pronoun-antecedent agreement. Students use comparative/superlative adjectives and adverbs and identify and fix sentence fragments and run-ons.

Key Words/Terms: Grammar, usage, voice, mood, phrases, clause, phrase, conjunction, interjection, verb tense, subject-verb agreement, pronoun-antecedent agreement, fragment, run-on, modifier, noun, verb, adjective, pronoun, preposition, subject, predicate, tense, plural, grammar

Language Standard 1 Desired Student Performance:

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
<ul style="list-style-type: none">• L1.a Print many upper and lowercase letters.• With modeling, prompting and support, 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 other mediums in a developmentally appropriate manner.• Correctly form upper- and lower-case letters in first and last name.• L1.b Use frequently occurring nouns and verbs	<ul style="list-style-type: none">• L1.a Print all upper- and lower-case letters.• Develop and strengthen fine motor skills using a variety of activities.• Correctly form all upper and lowercase letters.• Practice forming upper and lowercase letters on various sizes and styles of paper, and other mediums.• L1.b Use common, proper, and possessive nouns.• Define and identify nouns in text presented in a variety of formats.• Distinguish between common, proper, and possessive nouns.• Demonstrate the use of nouns when speaking and writing.	<ul style="list-style-type: none">• L1.a Use collective nouns (e.g., group).• Identify and define collective nouns presented in a variety of texts.• Distinguish between common, proper, and possessive, and collective nouns.• Demonstrate the use of collective nouns in oral and written language.• L1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).• Identify and define frequently occurring irregular plural nouns in text presented in a variety of formats.• Form the plurals of frequently occurring singular irregular nouns.

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
<ul style="list-style-type: none"> • 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 subject/verb agreement when speaking and writing. • Use correct verb tense 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). 	<ul style="list-style-type: none"> • L1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops, We hop). • Identify the plural form of given nouns. • Identify and define verbs presented in a variety of texts. • Identify the components of a sentence. • Match singular and plural nouns with correct verbs in oral and written language. • L1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they them their; anyone, everything). • Identify and define pronouns presented in a variety of texts. • Distinguish between personal, possessive, and indefinite pronouns. • Demonstrate the use of pronouns in oral and written language. • L1.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). 	<ul style="list-style-type: none"> • Demonstrate the use of plural irregular nouns in oral and written language. • L1.c Use reflexive pronouns (e.g., myself, ourselves). • Identify and define reflexive pronouns in text presented in a variety of formats. • Demonstrate the use of reflexive pronouns in oral and written language. • L1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). • Identify and define past tense of frequently occurring irregular verbs in text presented in a variety of formats. • Form the past tense of frequently occurring irregular verbs. Demonstrate the correct use of past tense verbs in oral and written language. • Analyze writing models for correct use of irregular verbs. • L1.e Use adjectives and adverbs and choose between them depending on what is to be modified.

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
<ul style="list-style-type: none"> • Participate in oral language activities that foster questioning skills. • Identify and define question words presented in a variety of texts. • Practice and apply skill 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. • Use standard English, effectively communicate ideas in complete sentences in conversation, to respond to questions orally, and in developmentally appropriate writing. • Use modifiers (i.e. adjectives, adverbs, pronouns, etc.) to expound on ideas to expand complete sentences when speaking and writing. 	<ul style="list-style-type: none"> • Identify verbs presented in a variety of formats. • Form verbs in past, present, and future tenses. • Demonstrate the correct use of verb tenses in oral and written language. • Analyze writing models for correct use of verbs. • L1.f Use frequently occurring adjectives. • Identify and define adjectives in text presented in a variety of formats. • Classify adjectives into categories such as size, color. • Demonstrate the correct use of adjectives in oral and written language. • L1.g Use frequently occurring conjunctions (e.g., and, but, or, so because). • Identify and define conjunctions presented in a variety of formats. • Demonstrate the correct use of conjunctions in oral and written language. • L1.h Use determiners (e.g., articles, demonstratives). 	<ul style="list-style-type: none"> • Identify and define adjectives and adverbs in text presented in a variety of formats. • Distinguish between adjectives and adverbs. • Demonstrate the correct use of adjectives and adverbs in oral and written language. • Strengthen writing by using adjectives and adverbs correctly to expand sentences. • L1.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). • Distinguish between a sentence and a fragment. • Distinguish between declarative, interrogative, imperative, and exclamatory sentences. • Produce simple and compound sentences independently or in response to prompts. • Strengthen writing by using learned parts of speech to expand sentences.

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
<ul style="list-style-type: none"> • Use and expand complete sentences in conversation, in response to questions and during language experience activities. • Attend to CCSS K 1a-f while engaged in literacy activities (e.g., Interactive read-alouds, shared reading, shared writing, developmental appropriate writing, oral language activities, etc.). 	<ul style="list-style-type: none"> • Identify and define articles and demonstratives presented in a variety of formats. • Demonstrate the correct use of articles and demonstratives in oral and written language. • L1.i Use frequently occurring prepositions (e.g., during, beyond, toward). • Identify and define prepositions presented in a variety of formats. • Demonstrate the correct use of prepositions in oral and written language. • L1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentence in response to prompts. • Identify the components of a sentence in text presented in a variety of formats. • Distinguish between a sentence and a fragment. • Distinguish between declarative, interrogative, imperative, and exclamatory sentences. 	

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
	<ul style="list-style-type: none">• Use learned parts of speech to expand sentences orally and in 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:

- **Grades 3-5:** Students strengthen their writing by using grade-appropriate punctuation and accurate spelling. They spell correctly with resources. They capitalize titles and important words, use commas in lists, addresses, dates, use quotation marks for dialogue, and spell grade-level words correctly using spelling patterns and reference tools.
- **Grades 6-8:** Students strengthen their ability to determine or clarify the meanings of unknown and multiple-meaning words and phrases by breaking down words into roots and affixes to interpret meaning.

Key Words/Terms: Punctuation, semicolon, colon, hyphen, capitalization, spelling, tone, proofreading, quotation marks, commas, dialogue, contractions, possessives, reference materials, homophones, suffixes, parentheses, dashes, ellipses, editing, usage, spell check, conventions

Language Standard 2 Desired Student Performance:

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
L.K.2. Begins in Grade 2.	L.1.2. Begins in Grade 2.	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
<ul style="list-style-type: none">• L2.a Capitalize the first word in a sentence and the pronoun I.• With modeling, prompting and support 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.• With modeling, prompting and support 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).	<ul style="list-style-type: none">• L2.a Capitalize dates and names of people Essential Skills and Knowledge.• Distinguish between names and other nouns.• Identify months of the year.• Demonstrate correct capitalization of names and dates when writing.• Analyze writing models for correct capitalization.• L2.b Use end punctuation for sentences.• Identify the components of a sentence.• Identify different types of sentences and their end punctuation.• Use of end punctuation correctly in writing.• Analyze writing models for correct	<ul style="list-style-type: none">• L2.a Capitalize holidays, product names, and geographic names.• Distinguish between common and proper nouns.• Demonstrate correct capitalization of holidays, product names, and geographic names in writing.• Demonstrate correct capitalization of holidays, product names, and geographic names in writing.• L2.b Use commas in greetings and closings of letters.• Identify the components of a letter.• Demonstrate the correct use of commas when writing letters (correspondence).• L2.c Use an apostrophe to form contractions and frequently occurring possessives.

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
<ul style="list-style-type: none"> • With modeling, prompting and support 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. • With modeling, prompting and support recognize that space is used to separate words. • Apply conventional spelling for grade appropriate words in writing. • Use letters to represent phonemes in words. • L2.e Produce handwriting that is legible to the audience. • Develop fine motor skills necessary to control and sustain handwriting. • With direct instruction, prompting and support write most upper- and lower-case letters. 	<p>punctuation.</p> <ul style="list-style-type: none"> • L2.c Use commas in dates and to separate single words in a series. • Identify and define purpose of commas in text that contains dates or a series. • Demonstrate the correct use of commas in writing. • L2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Identify common spelling patterns • Identify the spellings for frequently occurring irregular words. • Practice and apply the correct spelling of words with common spelling patterns and frequently occurring irregular words. • L2.e Produce handwriting that is legible to the audience. • Develop fine motor skills necessary to control and sustain handwriting. • With direct instruction, prompting and support write most upper- and lower-case letters. 	<ul style="list-style-type: none"> • Identify and explain the purpose and formation of contractions and possessives. • Demonstrate correct formation and use of contractions and possessives. • Analyze writing models for correct use and formation of contractions and possessives. • L2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). • Identify common spelling patterns. • Demonstrate use of learned spelling patterns when writing. • L2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. • Apply alphabet knowledge to use beginning dictionaries to check and correct spelling. • Strengthen writing by using reference materials when drafting and editing.

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:

- **Grades K-2:** Students begin to develop foundational strategies for figuring out the meaning of unfamiliar and multiple-meaning words and phrases by exploring context, word parts (such as common prefixes (e.g., *un-*, *re-*) and root words,) and introductory reference tools.
- **Grades 3-5:** Students use language choices to suit tasks, audiences, and purposes. They compare formal and informal language use, adjust word choice and sentence structure based on context, begin revising writing to improve clarity and style. They recognize and adjust style, clarity, revise, sentence fluency, formal vs. informal tone, audience awareness.

Key Words/Terms: Style, syntax, audience, purpose, context, arrangement, clarity, revise, sentence fluency, formal vs. informal tone, audience awareness

Language Standard 3 Desired Student Performance:

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
L.K.3 Begins in Grade 2.	L.1.3 Begins in Grade 2.	W.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
<ul style="list-style-type: none">• L.1.3 Begins in Grade 2.	<ul style="list-style-type: none">• L.1.3 Begins in Grade 2.	<ul style="list-style-type: none">• L3.a Compare formal and informal uses of English.• Identify and distinguish between formal and informal English.• Identify and distinguish between formal and informal English.• Identify purposes, audiences, and environments that require formal and informal English.• Adjust use of formal and informal English for purpose, audience, and environment.

Language 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:

- **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, Using context clues from the sentence or surrounding text.
- **Grades 3-5:** Students word parts and use context to determine word meanings more independently. They identify and use common prefixes and suffixes, use dictionaries and glossaries to confirm meanings, and understand multiple-meaning words. They use context clues as a strategy for determining the meaning of unknown words.

Key Words/Terms: Context clues, morphology, roots, affixes, dictionary, etymology, vocabulary Greek/Latin roots, affixes, nuance, context, thesaurus, reference tools, academic vocabulary, multiple meanings, prefix, suffix, dictionary, glossary, homonym, multiple meanings, prefix, suffix, dictionary, glossary, homonym, morphology

Language Standard 4 Desired Student Performance:

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content .	L.1.4 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 .	L.2.4 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.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
<ul style="list-style-type: none">• L4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a verb and learning the verb to duck).• With modeling, prompting, and support 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.• With prompting and support use inflections and affixes to determine	<ul style="list-style-type: none">• L4.a Use sentence-level context as a clue to the meaning of a word or phrase.• Identify sentence clues that help determine or clarify the meaning of a word or phrase.• Access prior knowledge to help determine or clarify the meaning of a word or phrase.• Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation.• L4.b Use frequently occurring affixes as a clue to the meaning of a word. Identify common prefixes and their meanings.• Identify common suffixes and their meanings.	<ul style="list-style-type: none">• L4.a Use sentence-level context as a clue to the meaning of a word or phrase.• Identify sentence clues that help determine or clarify the meaning of a word or phrase.• Access prior knowledge to help determine or clarify the meaning of a word or phrase.• Discuss words and word meanings as they are encountered.• L4.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).• Identify common prefixes and their meaning.

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
<p>meaning of words</p> <ul style="list-style-type: none"> • Identify inflectional endings (e.g., s, es, ing) and their effect on word meaning. • Use root words and their inflectional endings correctly when speaking and writing. 	<ul style="list-style-type: none"> • Explain the meaning of words with common prefixes and suffixes. • L4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). • Identify and define root words. 	<ul style="list-style-type: none"> • Use meaning of known words and prefixes to explain the meaning of new words. • L4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). • Identify common suffixes and their meanings. • Identify and define the root word in unknown words. • Use meaning of prefixes and suffixes to explain the meaning of known root words. • L4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). • Identify compound words presented orally and in a variety of texts. • Combine meanings of individual words together to determine meaning of new compound words. • Use compound words orally and in writing. • L4.e Use glossaries and beginning dictionaries, both print and digital, to

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
		<p>determine or clarify the meaning of words and phrases.</p> <ul style="list-style-type: none"> • Apply alphabet knowledge to use glossaries and dictionaries. • Use keywords and text features to help find information within a specific source. • Strengthen writing by using glossaries and beginning dictionaries to determine word choice.

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Language Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Students will interpret figurative language, understand word relationships, and analyze subtle differences in word meanings to enhance comprehension and expression.

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:

- **Grades K-2:** Students begin to understand word relationships through experiences with text and rich discussions with adults and peers.
- **Grades 3-5:** Students understand and interpret common figures of speech and word relationships. They explain similes and metaphors in context, use word relationships (e.g., synonyms, antonyms, homographs) to clarify meaning, recognize idioms and adages, and explore relationships between words by function or category

Key Words/Terms: Simile, metaphor, idiom, adage, synonym, antonym, homograph, figurative expression, irony, connotation, nuance, word relationships, personification, irony, analogy, connotation, denotation, nuance, figurative meaning

Language Standard 5 Desired Student Performance

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
W.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	W.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	W.1.5 Demonstrate understanding of word relationships and nuances in word meanings.

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
<ul style="list-style-type: none"> • 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. • L5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • With prompting and support, 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). 	<ul style="list-style-type: none"> • L5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. • Identify commonalities and underlining concepts among groups of words. • L5.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). • Discuss key attributes of words to identify category. • Use common attributes to determine the meaning of words. • L5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy). 	<ul style="list-style-type: none"> • L5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). • Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life. • L5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). • Identify synonyms for given verbs and adjectives. • Use context clues to distinguish intensity (nuances) of meaning among synonyms.

<ul style="list-style-type: none"> • With modeling, prompting, and support 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, strut, prance) by acting out meanings. • With direct instruction and prompting 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. 	<ul style="list-style-type: none"> • Consult reference materials including dictionaries, glossaries, thesauruses, and online resources to identify words with similar or opposite meanings. • Use knowledge of nuances to determine precise words as needed for speaking and writing formats. • L5.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. • Discuss and act out a variety of verbs that have similar meanings. • Identify synonyms for verbs and adjectives. • Use context clues to distinguish intensity (nuances) of meaning among synonyms. 	<ul style="list-style-type: none"> • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meanings of words and phrases.
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Writing 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 considering an unknown term important to comprehension or expression.

Writing 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. Independently. 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:

- **Grades K-2:** Students expand their vocabulary through reading, being read to, explicit vocabulary instruction, and engaging in discussions with adults and peers.
- **Grades 3-5:** Students expand their vocabulary through reading and content-area learning. They use context clues to determine word meaning, use glossaries and dictionaries, understand and apply synonyms, antonyms, and figurative language. They employ subject-specific vocabulary in writing and speaking.

Key Words/Terms: Context clues, reference materials, academic vocabulary, domain-specific vocabulary, affixes and roots, multiple-meaning words, nuance, tone, precision, etymology, academic discourse, inference, glossary, dictionary, synonyms, antonyms, figurative language

Language Standard 6 Desired Student Performance:

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
L.K.6 Use words and phrases acquired through conversations, reading, 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)	L.1.6 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).	L.2.6 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).

Essential Skills and Knowledge:

Pre-Requisite Skills: Grade K	Grade Levels: Grade 1	Next Progression: Grades 2
<ul style="list-style-type: none">• L6 Use words and phrases acquired through conversation, reading, and being read to, and responding to text.	<ul style="list-style-type: none">• L6 Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts.• Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	<ul style="list-style-type: none">• L6 Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts.• Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.• Use adjectives and adverbs and choose between them depending on what is to be modified.

How is it ASSESSED?

State Assessment (MCAP): **Coming soon!**

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