

	K	1	2	3	4	5	6	7	8	9-10	11-12
Language											
1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.										
	a. print many upper- and lowercase letters	a. print all upper- and lowercase letters									
	b. use frequently occurring nouns and verbs c. form regular plural nouns by adding /s/ or /es/	b. use common, proper, and possessive nouns c. use singular and plural nouns with matching verbs in basic sentences	a. use collective nouns ³ b. form and use frequently occurring irregular plural nouns ⁴	a. explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences b. form and use regular and irregular plural nouns c. use abstract nouns ¹							
		d. use personal, possessive, and indefinite pronouns ¹	c. use reflexive pronouns ¹		a. use relative pronouns ¹ and relative adverbs ¹		a. ensure that pronouns are in the proper case ⁸ b. use intensive pronouns ¹ c. recognize and correct inappropriate shifts in pronoun number and person d. recognize and correct vague pronouns ⁹				

	K	1	2	3	4	5	6	7	8	9-10	11-12
Language											
		e. use verbs to convey a sense of past, present, and future ²	d. form and use the past tense of frequently occurring irregular verbs ⁵	d. form and use regular and irregular verbs e. form and use the simple verb tenses	b. form and use the progressive verb tenses c. use modal auxiliaries ¹ to convey conditions	b. form and use perfect verb tenses c. use verb tenses to convey various times, sequences, states, and conditions			b. form and use verbs in the active and passive voice c. form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood		
				f. ensure subject-verb and pronoun-antecedent agreement		d. recognize and correct inappropriate shifts in verb tense		a. explain the function of phrases and clauses in general and their function in specific sentences	a. explain the function of verbals ¹⁰ in general and their function in particular sentences d. recognize and correct inappropriate shifts in verb voice and mood	a. use parallel structure b. use various types of phrases ¹¹ and clauses ¹² to convey specific meanings and add variety and interest to writing or presentations	
		f. use frequently occurring adjectives	e. use adjectives and adverbs and choose between them depending on what is to be modified	g. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified	d. order adjectives within sentence according to conventional patterns ⁷						

	K	1	2	3	4	5	6	7	8	9-10	11-12
						Language					
		g. use frequently occurring conjunctions ¹		h. use coordinating and subordinating conjunctions		a. explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences					
	d. understand and use question words, interrogatives ¹	h. use determiners ¹				e. use correlative conjunctions ¹					
	e. use the most frequently occurring prepositions ¹	i. use frequently occurring prepositions ¹			e. form and use prepositional phrases						
	f. produce and expand complete sentences in shared language activities	j. produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts	f. produce, expand, and rearrange complete simple and compound sentences ⁶	i. produce simple, compound, and complex sentences	f. produce complete sentences, recognizing and correcting inappropriate fragments and run-ons		e. recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language	b. choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas c. place phrases and clauses within a sentence recognizing and correcting misplaced and dangling modifiers			a. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested b. resolve issues of complex or contested usage; consulting references as needed ¹³
					g. correctly use frequently confused words ¹						

	K	1	2	3	4	5	6	7	8	9-10	11-12
Language											
2	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						
	b. recognize and name end punctuation	b. use end punctuation for sentences									
		c. use commas in dates and to separate single words in a series	b. use commas in greetings and closings of letters	b. use commas in addresses c. use commas and quotation marks in dialogue	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	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, ¹⁶ to set off a tag question from the rest of the sentence, ¹⁷ and to indicate direct address ¹⁸	a. use punctuation ¹⁹ to set off nonrestrictive/parenthetical elements	a. use a comma to separate coordinate adjectives ²⁰	a. use punctuation ²¹ to indicate a pause or break		
			c. use an apostrophe to form contractions and frequently occurring possessives	d. form and use possessives							

	K	1	2	3	4	5	6	7	8	9-10	11-12
	Language										
						d. use underlining, quotation marks, or italics to indicate titles of works			b. use an ellipsis to indicate an omission	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	a. observe hyphenation conventions
	c. write a letter or letters for most consonant and short-vowel sounds 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 e. spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	d. generalize learned spelling patterns when writing words ¹⁴ e. consult reference materials, including beginning dictionaries, as needed to check and correct spelling	e. use conventional spelling for high-frequency and other studies words and for adding suffixes to base words f. use spelling patterns and generalizations ¹⁵ in writing words g. consult reference materials, including beginning dictionaries, as needed to check and correct spellings	d. spell grade-appropriate words correctly, consulting references as needed	e. spell grade-appropriate words correctly, consulting references as needed	b. spell correctly	b. spell correctly	c. spell correctly	c. spell correctly	b. spell correctly

	K	1	2	3	4	5	6	7	8	9-10	11-12
Language											
3	begins in grade 2	begins in grade 2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.								
			a. compare formal and informal uses of English	b. recognize and observe differences between the conventions of spoken and written standard English	c. differentiate between contexts that call for formal English ²² and situations where informal discourse is appropriate ²³	b. compare and contrast the varieties of English ²⁴ used in stories, dramas, or poems			a. use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects ²⁵	a. write and edit work so that it conforms to the guidelines in a style manual ²⁶ appropriate for the discipline and writing type	a. vary syntax for effect, consulting references ²⁷ for guidance as needed; apply an understanding of syntax to the study of complex texts when reading
				a. choose words and phrases for effect	a. choose words and phrases to convey ideas precisely	a. expand, combine, and reduce sentences for meaning, interest, and style	a. vary sentence patterns for meaning, interest and style b. maintain consistency in style and tone	a. choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy			
					b. choose punctuation for effect						

	K	1	2	3	4	5	6	7	8	9-10	11-12
Language											
4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on (grade appropriate) reading and content.										
	a. identify new meanings for familiar words and apply them accurately ²⁸										
	b. use the most frequently occurring inflections and affixes ¹ as a clue to the meaning of an unknown word	b. use frequently occurring affixes as a clue to the meaning of a word c. identify frequently occurring root words and their inflectional forms	b. determine the meaning of the new word formed when a known prefix is added to a known word c. use a known root word as a clue to the meaning of an unknown word with the same root	b. determine the meaning of a new word formed when a known affix is added to a known word c. use a known root word as a clue to the meaning of an unknown word with the same root	b. use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word	b. use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word	b. use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word	b. use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word	b. use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word	b. identify and correctly use patterns of word changes that indicate different meanings or parts of speech ³⁵	b. identify and correctly use patterns of word changes that indicate different meanings or parts of speech ³⁶
		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 ³⁰ as a clue to the meaning of a word or phrase	a. use context ³² as a clue to the meaning of a word or phrase	a. use context ³³ as a clue to the meaning of a word or phrase	a. use context ³³ as a clue to the meaning of a word or phrase	a. use context ³³ as a clue to the meaning of a word or phrase	a. use context ³³ as a clue to the meaning of a word or phrase	a. use context ³³ as a clue to the meaning of a word or phrase
			d. use knowledge of the meaning of individual words to predict the meaning of compound words ²⁹								

	K	1	2	3	4	5	6	7	8	9-10	11-12
	Language										
			e. use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases	d. use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases	c. consult reference materials ³¹ , both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases	c. consult references materials ³¹ , both print and digital, to find the pronunciation and determine or clarify the precise meaning of new words and phrases	c. consult reference materials ³¹ , both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech	c. consult general and specialized reference materials ³¹ , both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech	c. consult general and specialized reference materials ³¹ , both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech	c. consult general and specialized reference materials ³¹ , 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	c. consult general and specialized reference materials ³¹ , 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 ³⁴	d. verify the preliminary determination of the meaning of a word or phrase ³⁴	d. verify the preliminary determination of the meaning of a word or phrase ³⁴	d. verify the preliminary determination of the meaning of a word or phrase ³⁴	d. verify the preliminary determination of the meaning of a word or phrase ³⁴

	K	1	2	3	4	5	6	7	8	9-10	11-12
Language											
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 figurative language, word relationships, and nuances in word meanings						
	a. sort common objects into categories ³⁷ to gain a sense of the concepts the categories represent	a. sort words into categories ⁴¹ to gain a sense of the concepts the categories represent b. define words by category and by one or more key attributes ⁴²									
			a. distinguish literal and nonliteral meanings of words and phrases in context ⁴⁹	a. explain the meaning of simple similes and metaphors ⁵² in context b. recognize and explain the meaning of common idioms, adages, and proverbs	a. interpret figurative language, including similes and metaphors in context b. recognize and explain the meaning of common idioms, adages, and proverbs	a. interpret figures of speech ⁵⁵ in context	a. interpret figures of speech ⁶⁰ in context	a. interpret figures of speech ⁶³ in context	a. interpret figures of speech ⁶⁵ in context and analyze their role in the text	a. interpret figures of speech ⁶⁶ and analyze their role in the text	

	K	1	2	3	4	5	6	7	8	9-10	11-12
Language											
	b. demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites ³⁸				c. demonstrate understanding of words by relating them to their opposites ³⁸ and to words with similar but not identical meanings ⁵³	c. use the relationship between particular words ⁵⁴ to better understand each of the words	b. use the relationship between particular words ⁵⁶ to better understand each of the words	b. use the relationship between particular words ⁶¹ to better understand each of the words	b. use the relationship between particular words to better understand each of the words		
	c. identify real-life connections between words and their use ³⁹	c. identify real-life connections between words and their use ⁴³	a. identify real-life connections between words and their use ⁴⁶	b. identify real-life connections between words and their use ⁵⁰							
	d. distinguish shades of meaning among verbs describing the same general action ⁴⁰ by acting out the meanings	d. distinguish shades of meaning among verbs differing in manner ⁴⁴ and adjectives differing in intensity ⁴⁵ by defining or choosing them or by acting out the meanings	b. distinguish shades of meaning among closely related verbs ⁴⁷ and closely related adjectives ⁴⁸	c. distinguish shades of meaning among related words that describe states of mind or degrees of certainty ⁵¹			c. distinguish among the connotations ⁵⁷ of words with similar denotations ^{58, 59}	c. distinguish among the connotations ⁵⁷ of words with similar denotations ^{58, 62}	c. distinguish among connotations ⁵⁷ of words with similar denotations ^{58, 64}	b. analyze nuances in the meaning of words with similar denotations	b. analyze nuances in the meaning of words with similar denotations

	K	1	2	3	4	5	6	7	8	9-10	11-12
Language											
6	use words and phrases acquired through conversations, reading, being read to, and responding to texts	use words and phrases acquired through conversations, reading, being read to, and responding to texts; including using frequently occurring conjunctions to signal simple relationships ⁶⁷	use words and phrases acquired through conversations, reading, being read to, and responding to texts; including using adjectives and adverbs to describe ⁶⁸	acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases; including words that signal spatial and temporal relationships ⁶⁹	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 ⁷⁰ and that are basic to a particular topic ⁷¹	acquire and use accurately grade-appropriate general academic, and domain-specific words and phrases; including those that signal contrast, addition, and other logical relationships ⁷²	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	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	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	acquire and use accurately grade-appropriate 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	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

Language Notes

1. see glossary
2. Yesterday I walked home. Today I walk home. Tomorrow I will walk home.
3. group
4. feet, children, teeth, mice, fish
5. sat, hid, told
6. The boy watched the movie. The little boy watched the movie. The action movie was watched by the little boy.
7. small red bag, rather than red small bag
8. subjective, objective, possessive
9. ones with unclear or ambiguous antecedents
10. gerunds, participles, infinitives
11. noun, verb, adjectival, adverbial, participial, prepositional, absolute
12. independent, dependent, noun, relative, adverbial
13. *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*
14. cage - badge, boy - boil
15. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts
16. Yes, thank you.
17. It's true, isn't it?
18. Is that you, Steve?
19. commas, parentheses, dashes
20. It was a fascinating, enjoyable movie. BUT NOT He wore an old[,] green shirt.
21. comma, ellipsis, dash
22. presenting ideas
23. small-group discussion
24. dialects, registers
25. emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact
26. *MLA Handbook*, *Turabian's Manual for Writers*
27. *Tufte's Artful Sentences*
28. knowing *duck* is a bird and learning the verb *to duck*
29. birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark
30. definitions, examples, or restatements
31. dictionaries, glossaries, thesauruses
32. cause/effect relationships and comparisons in text

33. the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence
34. by checking the inferred meaning in context or in a dictionary
35. analyze, analysis, analytical; advocate, advocacy
36. conceive, conception, conceivable
37. shapes, foods
38. antonyms
39. note places at school that are <i>colorful</i>
40. walk, march, strut, prance
41. colors, clothing
42. a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes
43. note places at home that are <i>cozy</i>
44. look, peek, glance, stare, glare, scowl
45. large, gigantic
46. describe words that are spicy or juicy
47. toss, throw, hurl
48. thin, slender, skinny, scrawny
49. take steps
50. describe people who are <i>friendly</i> or <i>helpful</i>
51. knew, believed, suspected, heard, wondered
52. as pretty as a picture
53. synonyms
54. synonyms, antonyms, homographs
55. personification
56. cause/effect, part/whole, item/category
57. associations
58. definitions
59. stingy, scrimping, economical, un wasteful, thrifty
60. literary, biblical, and mythological allusions
61. synonym/antonym, analogy
62. refined, respectful, polite, diplomatic, condescending
63. verbal irony, puns
64. bullheaded, willful, firm, persistent, resolute
65. euphemism, oxymoron

66. hyperbole, paradox
67. I named my hamster Nibbles because she nibbles too much because she likes that.
68. When other kids are happy that makes me happy.
69. After dinner that night we went looking for them.
70. quizzed, whined, stammered
71. wildlife, conservation, and endangered when discussing animal preservation
72. however, although, nevertheless, similarly, moreover, in addition