

## Language Standards PreK-12

### Language Standard #1

#### Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Grade PreK:** Demonstrate command of the conventions of standard English grammar and usage when speaking. *Sentence Structure and Meaning*

- a. Demonstrate the ability to speak in complete sentences and to form questions using frequently occurring nouns, verbs, question words, and prepositions; name and use in context numbers 0–10 (see pre-kindergarten mathematics standards for Counting and Cardinality).

**Grade K:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.

*Sentence Structure and Meaning*

- a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100 (see kindergarten mathematics standards for Counting and Cardinality).
- b. Form questions that seek additional information, rather than a simple *yes/no* answer.

*Word Usage*

- c. Form regular plural nouns orally by adding */s/* or */es/*.

**Grade 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

*Sentence Structure and Meaning*

- a. Produce and expand simple and compound sentences.
- b. Demonstrate understanding that a question is a type of sentence.
- c. Use singular and plural nouns with matching verbs in sentences.
- d. Use verbs in sentences to convey a sense of past, present, and future.

*Word Usage*

- e. Use common, proper, and possessive nouns.
- f. Use personal, possessive, and indefinite pronouns.
- g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

**Grade 2:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

*Sentence Structure and Meaning*

- a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.
- b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

*Word Usage*

- c. Use collective nouns and frequently occurring irregular plural nouns.
- d. Use reflexive pronouns.
- e. Form and use the past tense of frequently occurring irregular verbs.

**Grade 3:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

*Sentence Structure and Meaning*

- a. Produce, expand, and rearrange complete simple, compound, and complex sentences.
- b. Ensure subject-verb and pronoun-antecedent agreement.<sup>1</sup>
- c. Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence.
- d. Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.
- e. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.

*Word Usage*

- f. Use abstract nouns.
- g. Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.

**Grade 4:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

*Sentence Structure and Meaning*

- a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.<sup>2</sup>
- b. Correctly use frequently confused words (e.g., *their/there*).
- c. Use helping verbs, also known as auxiliaries (e.g., *can, may, might, should*), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.
- d. Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.
- e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.

*Word Usage*

- f. Form and use progressive verb tenses.

**Grade 5:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

*Sentence Structure and Meaning*

- a. Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.

<sup>1</sup> These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table in the pre-K-5 resource section in this Framework.

<sup>2</sup> These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table in the pre-K-5 resource section in this Framework.

b. Recognize and correct inappropriate shifts in verb tense.<sup>3</sup>

c. Use active and passive verbs, choosing between them depending on the overall meaning of the sentence.

*Word Usage*

d. Form and use perfect verb tenses.

**Grade 6:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

*Sentence Structure, Variety, and Meaning*

a. Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.

b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.

c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.<sup>4</sup>

**Grade 7:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

*Sentence Structure, Variety, and Meaning* a. Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.

b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).<sup>5</sup>

c. Recognize and correct inappropriate shifts in pronoun number and person in sentences with multiple clauses and phrases.

d. Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.<sup>6</sup>

**Grade 8:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 8 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

*Sentence Structure, Variety, and Meaning*

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<sup>3</sup> These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table in the pre-K-5 resource section in this Framework.

<sup>4</sup> These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table in the Grades 6-12 resource section in this Framework.

<sup>5</sup> These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table in the Grades 6-12 resource section in this Framework.

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**Language #2**  
**Conventions of Standard English**

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

**Grade PreK:** (Begins in kindergarten.)

**Grade K:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Print upper- and lowercase letters.
- b. Capitalize the first word in a sentence and the pronoun I.
- c. Recognize and name end punctuation.
- d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- f. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).

**Grade 1:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Print legibly all upper- and lowercase letters.
- b. Use end punctuation for sentences.
- c. Capitalize the names of months and people.
- d. Use commas in dates and to separate individual words in a series.
- e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- g. Write numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base Ten); understand that numbers are also written as words; write words for numbers from one to ten.

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

- a. Print upper- and lowercase letters legibly and fluently.
- b. Capitalize holidays, product names, and geographic names.
- c. Use commas in greetings and closings of letters.
- d. Use an apostrophe to form contractions and frequently occurring possessives.
- e. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- g. Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in  $1 + 3 = 4$ , but written words in "When I was one, I was just begun, / When I was two, I was still quite new" from A. A. Milne's poem "Now We Are Six").

**Grade 3:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Write legibly and fluently by hand, using either printing or cursive handwriting.
- b. Capitalize appropriate words in titles.
- c. Use commas in addresses.
- d. Use commas and quotation marks in dialogue.
- e. Form and use possessives.

- f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- g. Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., "Three pandas could be seen eating leaves high in the bamboo grove.>").
- h. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- i. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Grade 4:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.
- b. Use correct capitalization.
- c. Use commas and quotation marks to mark direct speech and quotations from a text.
- d. Use a comma before a coordinating conjunction in a compound sentence.
- e. Spell grade-appropriate words correctly, consulting references as needed.

**Grade 5:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.
- b. Use punctuation to separate items in a series.<sup>9</sup>
- c. Use a comma to separate an introductory element from the rest of the sentence.
- d. 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?*).
- e. Use underlining, quotation marks, or italics to indicate titles of works.
- f. Spell grade-appropriate words correctly, consulting references as needed.

**Grade 6:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b. *Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).*

**Grade 7:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives (e.g., a fascinating, enjoyable movie).
- b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

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<sup>9</sup> These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table in the pre-K-5 resource section in this Framework.

### Language #3 Knowledge of Language

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.

**Grade PreK:** (Begins in grade 2.)

**Grade K:** (Begins in grade 2.)

**Grade 1:** (Begins in grade 2.)

**Grade 2:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.

**Grade 3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.<sup>10</sup>

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

**Grade 4:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.<sup>11</sup>

b. Choose punctuation for effect.

c. Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion).

**Grade 5:** 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.<sup>12</sup>

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

**Grade 6:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.

**Grade 7:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

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<sup>12</sup> These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table in the pre-K-5 resource section in this Framework.

## Language #4

### Vocabulary Acquisition and Use

**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.**

**Grade PreK:** Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play.

- a. With guidance and support, generate words that are similar in meaning (e.g., *happy/glad, angry/mad*).

**Grade K:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

**Grade 1:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning 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*).

**Grade 2:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- f. Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., *a.m., p.m.*).
- g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., *\$, ¢*).

**Grade 3:** 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.

- 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.
- e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., *N, S, E, W* on a map).

f. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

**Grade 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.
- 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.
- d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., *hr.*, *min.*, *sec.*).
- e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, \*).

**Grade 5:** 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.
- 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.
- d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., *lb.*, *oz.*, *etc.*).
- e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

**Grade 6:** 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 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).

**Grade 7:** 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.



**Language #5**  
**Vocabulary Acquisition and Use**

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

**Grade Pre K:** With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, texture).
- b. (Begins in kindergarten.)
- c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).
- d. (Begins in kindergarten.)

**Grade K:** 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.

**Grade 1:** 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.

**Grade 2:** 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*).

**Grade 3:** 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*).

**Grade 4:** 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.
- 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).

**Grade 5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

**Grade 6:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- 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, unwasteful, thrifty).

**Grade 7:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

**Grade 8:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- 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).

**Grade 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.

**Grade 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 #6

### Vocabulary Acquisition and Use

**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.**

**Grade PreK:** Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.

**Grade K:** Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

**Grade 1:** Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., *because*) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

**Grade 2:** Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

**Grade 3:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,<sup>13</sup> including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

**Grade 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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

**Grade 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*). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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<sup>13</sup> These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table in the pre-K-5 resource section in this Framework.