Standards for Language Skills: Grade K

CLUSTER: CONVENTIONS OF STANDARD ENGLISH

Anchor Standard 1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Print many upper and lower case letters.
   b. Use frequently occurring nouns and verbs.
   c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
   d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
   e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
   f. Produce and expand complete sentences in shared language activities.

Essential Skills:

With prompting and support:

K.1.a Print many upper and lower case letters.
   • Use a variety of materials to support fine motor skills.
   • Correctly form upper and lower case 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 name.

K.1.b Use frequently occurring nouns and verbs.
   • Use nouns as naming words when speaking and/or writing.
   • Use verbs as action words when speaking and/or writing.
   • Use subject/verb agreement when speaking and/or writing.
   • Use correct verb tense when speaking and/or writing.
   • Use noun/pronoun agreement when speaking and/or writing.
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K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Use regular plural nouns when speaking and/or writing.

K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- 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/or writing.

K.1.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/or writing.

K.1.f Produce and expand complete sentences in shared language activities.
- Effectively communicate ideas and responses in complete sentences; expand with details.

Benchmarks:
# CLUSTER: CONVENTIONS OF STANDARD ENGLISH

### Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L K.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”.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- e. Produce handwriting that is legible to the audience.

### Essential Skills:

With prompting and support:

**K.2.a** Capitalize the first word in a sentence and the pronoun “I”.

- Use capital letters for first letter of names (proper nouns), at the beginning of a sentence and the pronoun “I”.

**K.2.b** Recognize and name end punctuation.

- Use periods, question marks or exclamation points appropriately at the end of sentences.

**K.2.c** Write a letter or letters for most consonant and short-vowel sounds (phonemes).

- Demonstrate an understanding of the relationship between sounds and letters.
- Identify the letter or letters for most consonant and vowel sounds.
- Write letters for most consonant and vowel sounds in writing.

**K.2.d** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

- Use conventional spelling for grade appropriate words in writing.
- Use letters to represent phonemes in words.
K.2.e Produce handwriting that is legible to the audience.
- Develop fine motor skills necessary to control and sustain handwriting.
- Write upper and lower case letters legibly.

Benchmarks:

NOTE: L 3 begins in Grade 2
## CLUSTER: VOCABULARY ACQUISITION AND USE

**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.

**L K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.

- **a.** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- **b.** Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

### Essential Skills:

**With prompting and support:**

- **K.4.a** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
  - Discuss words and word meanings as they are encountered in texts, instruction and conversations.

- **K.4.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.
  - Use inflections and affixes to determine meaning of words.

### Benchmarks:
## CLUSTER: VOCABULARY ACQUISITION AND USE

### Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

### Essential Skills:

**With prompting and support:**

- **K.5.a** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - Discuss commonalities among groups of words.
    - Sort and categorize objects.

- **K.5.b** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - Discuss the meaning of known words to identify the opposite word (antonym).

- **K.5.c** Identify real-life connections between words and their use (e.g., note places at school that are colorful).
  - 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.

- **K.5.d** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut,
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*prance* by acting out the meanings.

With prompting and direct instruction:

- 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.

**Benchmarks:**
## CLUSTER: VOCABULARY ACQUISITION AND USE

<table>
<thead>
<tr>
<th>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 encountering an unknown term important to comprehension or expression.</th>
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<tr>
<td>L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</td>
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### Essential Skills:

- With prompting and support:
  - Participate in collaborative conversations with peers about Kindergarten topics and texts read aloud, written, or presented in other multimedia formats.

### Benchmarks: