

K-12 Language: Vocabulary Development, Grammar and Conventions Power Standards Alignment

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11/12 |
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| Vocabulary Development | <p>VK.1</p> <ul style="list-style-type: none"> Identifies new meanings for familiar words and applies them accurately (e.g., knowing duck is a bird and learning the verb to duck) <p>VK.2</p> <ul style="list-style-type: none"> Uses 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 (see district list) | <p>V1.1</p> <ul style="list-style-type: none"> Uses sentence-level context as a clue to the meaning of a word or phrase <p>V1.2</p> <ul style="list-style-type: none"> Uses frequently occurring affixes as a clue to the meaning of a word (see district list) | <p>V2.1</p> <ul style="list-style-type: none"> Uses sentence-level context as a clue to the meaning of a word or phrase <p>V2.2</p> <ul style="list-style-type: none"> Determines the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell) Uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional) <p>V2.3</p> <ul style="list-style-type: none"> Uses knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark) (see district list) | <p>V3.1</p> <ul style="list-style-type: none"> Uses sentence-level context as a clue to the meaning of a word or phrase <p>V3.2</p> <ul style="list-style-type: none"> Determines 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) <p>V3.3</p> <ul style="list-style-type: none"> Uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion) (see district list) | <p>V4.1</p> <ul style="list-style-type: none"> Uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase <p>V4.2</p> <ul style="list-style-type: none"> Uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph) (see district list) | <p>V5.1</p> <ul style="list-style-type: none"> Uses context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase <p>V5.2</p> <ul style="list-style-type: none"> Uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis) (see district list) | <p>V6.1</p> <ul style="list-style-type: none"> Uses 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 <p>V6.2</p> <ul style="list-style-type: none"> Uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible) (see district list) | <p>V7.1</p> <ul style="list-style-type: none"> Applies a variety of strategies to comprehend words and ideas in complex text <p>V7.2</p> <ul style="list-style-type: none"> Uses word origins Uses Greek and Latin roots/prefixes/suffixes <p>V7.3</p> <ul style="list-style-type: none"> Uses prior knowledge, the text, context clues, and graphic features of text (see district list) | <p>V8.1</p> <ul style="list-style-type: none"> Applies strategies to comprehend words and ideas Understands and applies content/academic vocabulary critical to the meaning of the text (see district list) | <p>V9.1</p> <ul style="list-style-type: none"> Understands/applies content academic vocabulary (see district list) | <p>V10.1</p> <ul style="list-style-type: none"> Understands/applies content academic vocabulary (see district list) | <p>V11.1</p> <ul style="list-style-type: none"> Uses context as a clue to the meaning of a word or phrase Demonstrates understanding of figurative language, word relationships, and nuances in word meaning |
| Grammar | <p>GK.1 Meets grade level usage expectations</p> <ul style="list-style-type: none"> Print <u>many</u> upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es. Understand and use question words (interrogatives) Use the most frequently occurring prepositions. Produce and expand complete sentences in shared language activities. | <p>G1.1 Meets grade level usage expectations</p> <ul style="list-style-type: none"> Print <u>all</u> upper- and lowercase letters. Use common, proper, and possessive nouns. Use singular and plural nouns with matching verbs in basic sentences. Use personal, possessive, and indefinite pronouns as substitutes for nouns. Uses correct placement of pronouns. Use verbs to convey a sense of past, present, and future. Use frequently occurring adjectives, conjunctions, and prepositions. Use determiners | <p>G2.1 Meets grade level usage expectations</p> <ul style="list-style-type: none"> Know an interjection usually expresses emotion and is capable of standing alone. Use collective nouns. Know and use frequently occurring irregular plural nouns. Use reflexive pronouns. Use contractions correctly. Use subject/verb agreement consistently. Use consistent verb tense. Use adjectives and adverbs, and choose between them depending on what is to be modified. | <p>G3.1 Meets grade level usage expectations</p> <ul style="list-style-type: none"> Uses appropriate homonym. Use abstract nouns. Know and use regular and irregular verbs. Ensure subject-verb and pronoun-antecedent agreement. Know and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. | <p>G4.1 Meets grade level usage expectations</p> <ul style="list-style-type: none"> Uses single/plural agreement between nouns and modifiers. Uses <i>among</i> (more than two) vs. <i>between</i> (two). Uses conjunctions logically. Use relative pronouns and relative adverbs. Know and use prepositional phrases. | <p>G5.1 Meets grade level usage expectations</p> <ul style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Recognize and correct inappropriate shifts in verb tense. Know and use correlative conjunctions. | <p>G6.1 Meets grade level usage expectations</p> <ul style="list-style-type: none"> Ensure that pronouns are in the proper case. Use intensive pronouns. Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns. Recognize variations from standard English in their own and others' writing and speech, and use strategies to improve expression. Identifies parallel construction in a simple series. | <p>G7.1 Meets grade level usage expectations</p> <ul style="list-style-type: none"> Choose or create simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Ensure that pronouns are in the proper case. Recognize and correct inappropriate shifts in pronoun number and case. Use parallel construction in a simple series. | <p>G8.1 Meets grade level usage expectations</p> <ul style="list-style-type: none"> Choose or create simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Ensure that pronouns are in the proper case. Recognize and correct inappropriate shifts in pronoun number and case. Use parallel construction in a simple series and phrases. Form and use verbs in the active and passive voice. | <p>G9.1 Meets grade level usage expectations</p> <ul style="list-style-type: none"> Choose or create simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Use a variety of parallel structures/construction. Use various types of phrases and clauses. | <p>G10.1 Meets grade level usage expectations</p> <ul style="list-style-type: none"> Choose or create simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Use a variety of parallel structures/construction. Use various types of phrases and clauses. | <p>G11.1 Demonstrate command of the conventions of standard English grammar and usage:</p> <ul style="list-style-type: none"> Apply the understanding that usage is a matter of convention and can change over time, and is sometimes contested. Resolves issues about the use of complex or contested usage, consulting references. |

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| Conventions | <p>CK.1 Meets grade level convention expectations</p> <ul style="list-style-type: none"> • Capitalize the pronoun <i>I</i>, first letter in first and last name. • Recognize and name end punctuation. • Write a letter or letters for most consonant, long-vowel, and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | <p>C1.1 Meets grade level convention expectations</p> <ul style="list-style-type: none"> • Capitalize first word in a sentence, days of the week, months of the year, and names of people. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Use ellipsis (. . .) correctly: • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | <p>C2.1 Meets grade level convention expectations</p> <ul style="list-style-type: none"> • Capitalize holidays, product names, and geographic names. • Capitalize first word in greeting and closing of a letter. • Use commas in greetings and closings of letters. • Use quotation marks in dialogue. • Generalize learned spelling patterns when writing words | <p>C3.1 Meets grade level convention expectations</p> <ul style="list-style-type: none"> • Capitalize appropriate words in titles of a book or an article, all proper nouns, first word inside a quotation, and in person's title. • Use commas between city and state, in compound sentences, in dialogue. • Uses apostrophe in possessive nouns. • Know and use paragraph conventions • Use conventional spelling for high-frequency and other studied words and for adding suffixes to root words. • Use spelling patterns and generalizations in writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | <p>C4.1 Meets grade level convention expectations</p> <ul style="list-style-type: none"> • Capitalizes abbreviations correctly. • Uses period after an abbreviation or initial. • Uses comma after an introductory phrase or clause. • Use commas and quotation marks to mark direct speech and quotations from a text. • Punctuate dialogue correctly. • Use hyphens between syllables at line breaks, in numbers, to join numbers. • Know and use paragraph conventions (e.g., designated by indentation or block format, skipping lines between paragraphs) and use new paragraphs to change speakers in dialogue. • Spells high-frequency words correctly. • Recognize and use grade level appropriate spelling patterns. | <p>C5.1 Meets grade level convention expectations</p> <ul style="list-style-type: none"> • Use correct capitalization • Use punctuation such as commas and semi-colons to separate items in a series. • Use a comma to set off interjections , to set off a tag question from the rest of the sentence, to indicate direct address, to set off explanatory phrases, after a date or address within text. • Use semicolon correctly between two independent clauses. • Know and use paragraph conventions. Use paragraphs correctly. • Spells high-frequency words correctly. • Uses multiple strategies to spell. | <p>C6.1 Meets grade level convention expectations</p> <ul style="list-style-type: none"> • Use commas in appositives. • Use single quotation mark to show quotation within a quotation in dialogue. • Use parentheses correctly. • Use a semi-colon between two independent clauses connected by a conjunctive adverb. | <p>C7.1 Meets grade level convention expectations</p> <ul style="list-style-type: none"> • Use commas to separate an interrupter. • Use semi-colons to separate groups that contain commas. • Use the hyphen to prevent confusion. • Use bullets in technical writing when applicable. | <p>C8.1 Meets grade level convention expectations</p> <ul style="list-style-type: none"> • Use commas for emphasis or clarity. • Use apostrophes to form plurals of letters or numbers. • Use a colon between title and subtitle. • Use a diagonal slash correctly. | <p>C9.1 Meets grade level convention expectations</p> <ul style="list-style-type: none"> • Use brackets around an editorial correction or to set off added words. | <p>C10.1 Meets grade level convention expectations</p> <ul style="list-style-type: none"> • Use brackets around an editorial correction or to set off added words. | <p>C11.1 Meets grade level convention expectations</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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