

Language Progressive Skills, by Grade K-2

Common Core Standard:1 Conventions of Standard English~ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Language Concept	Kindergarten	First Grade	Second Grade
Print	Print many upper/lower case letters	Print all upper/lower case letters	--
Nouns	<ul style="list-style-type: none"> Use frequently occurring nouns Form regular plural nouns by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes) 	<ul style="list-style-type: none"> Use common, proper, and possessive nouns Use singular and plural nouns with matching verbs in basic sentences (He Hops.) 	<ul style="list-style-type: none"> Use collective nouns (e.g. group) Form and use frequently occurring irregular plural nouns (e.g. feet, children, mice, teeth)
Pronouns	--	<ul style="list-style-type: none"> Use personal, possessive, and indefinite pronouns (e.g. I, me, my; they, them, their; anyone, everything) 	<ul style="list-style-type: none"> Use reflexive pronouns (e.g. myself, ourselves)
Verbs	<ul style="list-style-type: none"> Use frequently occurring verbs 	<ul style="list-style-type: none"> Use verbs to convey a sense of past, present, future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home.) 	<ul style="list-style-type: none"> Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hit, told)
Question Words	<ul style="list-style-type: none"> Understand and use question words (e.g. who, what, where, when, why, how) 	--	--
Prepositions	<ul style="list-style-type: none"> Use the most frequently occurring prepositions (e.g. to, from, in, out, off, on, for, of, by, with) 	<ul style="list-style-type: none"> Use frequently occurring prepositions (e.g. during, beyond, toward) 	--
Adjectives and Adverbs	--	<ul style="list-style-type: none"> Use frequently occurring adjectives 	<ul style="list-style-type: none"> Use adjectives and adverbs, and choose between them depending on what is to be modified
Conjunctions	--	<ul style="list-style-type: none"> Use frequently occurring conjunctions (e.g. and, but, or, so, because) 	--
Determiners	--	<ul style="list-style-type: none"> Use determiners (e.g. articles (a/an); definitive article (the) demonstratives (this, that, these, those, enough, either) 	--
Sentences	<ul style="list-style-type: none"> Produce and expand complete sentences in shared language activities 	<ul style="list-style-type: none"> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts 	<ul style="list-style-type: none"> 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).

Common Core Standard:2 Conventions of Standard English~ Demonstrate command of the conventions of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Language Concept	Kindergarten	First Grade	Second Grade
Capitalization	<ul style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun <i>I</i> 	<ul style="list-style-type: none"> Capitalize dates and names of people 	<ul style="list-style-type: none"> Capitalize holidays, product names, and geographic names
Punctuation	<ul style="list-style-type: none"> Recognize and name end punctuation (. ? !) 	<ul style="list-style-type: none"> Use end punctuation for sentences (. ? !) 	--
Commas	--	<ul style="list-style-type: none"> Use commas in dates and to separate single words in a series 	<ul style="list-style-type: none"> Use commas in greetings and closings of letters
Apostrophe	--	--	<ul style="list-style-type: none"> Use an apostrophe to form contractions and frequently occurring possessives
Spelling	<ul style="list-style-type: none"> Write a letter or letters for most consonant and short-vowel sounds (phonemes) 	<ul style="list-style-type: none"> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words 	<ul style="list-style-type: none"> Generalize learned spelling patterns when writing words (e.g. cage—badge; boy—boil)
	<ul style="list-style-type: none"> Spell simple words phonetically, drawing on knowledge of sound-letter relationships 	<ul style="list-style-type: none"> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
Common Core Standard: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.			
	--	--	<ul style="list-style-type: none"> Compare formal and informal uses of English

Common Core Standard: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.

Vocabulary Concept	Kindergarten	First Grade	Second Grade
Vocabulary Acquisition	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Kindergarten reading and content</i>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 1 reading and content</i> , choosing flexibly from an array of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 2 reading and content</i> , choosing flexibly from an array of strategies.
	<ul style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g. knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>) 	<ul style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase 	<ul style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use frequently occurring affixes as a clue to the meaning of a word 	<ul style="list-style-type: none"> Determine the meaning of a new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell)
	--	<ul style="list-style-type: none"> Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking) 	<ul style="list-style-type: none"> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional)
	--	--	<ul style="list-style-type: none"> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)
	--	--	<ul style="list-style-type: none"> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases

Common Core Standard:5 Vocabulary Acquisition and Use~Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
Vocabulary Concept	Kindergarten	First Grade	Second Grade
	With Guidance and support from adults, <i>explore</i> word relationships and nuances in word meanings	With Guidance and support from adults, <i>demonstrate understanding</i> word relationships and nuances in word meanings	<i>Demonstrate understanding</i> word relationships and nuances in word meanings
Sorting Words/Categories	<ul style="list-style-type: none"> Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent 	<ul style="list-style-type: none"> Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent 	--
	<ul style="list-style-type: none"> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) 	<ul style="list-style-type: none"> Define words by category and by one or more key attributes (e.g. a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes) 	--
Connections to real-life	<ul style="list-style-type: none"> Identify real connections between words and their use (e.g. note places at school, that <i>colorful</i>) 	<ul style="list-style-type: none"> Identify real-life connections between words and their use (e.g. note places at home that are <i>cozy</i>) 	<ul style="list-style-type: none"> Identify real-life connections between words and their use (e.g. describe foods that are <i>spicy</i> or <i>juicy</i>)
Shades of Meaning	<ul style="list-style-type: none"> Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings 	<ul style="list-style-type: none"> 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 meaning 	<ul style="list-style-type: none"> Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. this, slender, skinny, scrawny)
Common Core 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.			
Acquisition Concept	Kindergarten	First Grade	Second Grade
	<ul style="list-style-type: none"> Use words and phrases acquired through conversations, reading and being read to, and responding to texts 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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.)

