Napa/Solano/Contra Costa Educational Support Team

**Common Core – Grade Span Comparison**

**Language Standards** (Gr. K-5)

|  | **Kindergarten** | **First Grade** | **Second Grade** | **Third Grade** | **Fourth Grade** | **Fifth Grade** |
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| **Conventions of Standard English** | 1. Demonstrate command of the conventions of **standard English** **grammar** and usage when writing or speaking.a. Print many **upper-** and **lowercase** **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. | 1. Demonstrate command of the conventions of **standard English grammar** and usage when writing or speaking.a. Print all **upper-** and **lowercase** **letters**.b. Use common, **proper**, and **possessive** **nouns**.c. Use singular and **plural** **nouns** with matching **verbs** in basic sentences (e.g., *He hops*; *We hop*).d. Use **personal** *(subject, object),* **possessive**, and **indefinite** **pronouns** (e.g., *I, me, my; they, them,* *their, anyone, everything*).e. Use **verbs** to convey a sense of **past**, **present**, and **future** (e.g., Y*esterday I walked home; Today I walk* *home; Tomorrow I will walk home*).f. Use frequently occurring **adjectives**.g. Use frequently occurring **conjunctions** (e.g., *and, but, or, so, because*).h. Use **determiners** (e.g., articles, demonstratives).i. Use frequently occurring **prepositions** (e.g., *during, beyond, toward*).j. Produce and expand **complete** **simple** and **compound** **declarative**, **interrogative**, **imperative**, and **exclamatory** **sentences** in response to prompts. | 1. Demonstrate command of the conventions of **standard English grammar** and usage when writing or speaking.*a. Create readable documents with* ***legible print****.*b. Use **collective nouns** (e.g., *group*).c. Form and use frequently occurring **irregular plural nouns** (e.g., *feet, children, teeth, mice, fish*).d. Use **reflexive pronouns** (e.g., *myself, ourselves*).e. Form and use the **past tense** of frequently occurring **irregular** **verbs** (e.g., *sat, hid, told*).f. Use **adjectives** and **adverbs**, and choose between them depending on what is to be modified.g. 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*). | 1. Demonstrate command of the conventions of **standard English grammar** and usage when writing or speaking.*a. Write legibly in* ***cursive*** *or* ***joined******italics****, allowing margins and correct spacing between letters in a word and words in a sentence.*b. Explain the function of **nouns**, **pronouns**, **verbs**, **adjectives**, and **adverbs** in general and their functions in particular sentences.*c. Use* ***reciprocal pronouns*** *correctly.*d. Form and use **regular** and **irregular plural nouns**.e. Use **abstract nouns** (e.g., *childhood*).f. Form and use **regular** and **irregular verbs**.g. Form and use the **simple** (e.g., *I walked; I walk; I will walk*) **verb** **tenses**.h. Ensure **subject-verb** and **pronoun-antecedent** **agreement**.\*i. Form and use **comparative** and **superlative** **adjectives** and **adverbs**, and choose between them depending on what is to be modified.j. Use **coordinating** and **subordinating** **conjunctions**.k. Produce **simple**, **compound**, and **complex** sentences. | 1. Demonstrate command of the conventions of **standard English grammar** and usage when writing or speaking.*a. Write fluidly and legibly in* ***cursive*** *or* ***joined italics****.*b. Use *interrogative*, relative **pronouns** (*who, whose, whom, which, that*) and relative**adverbs** (*where, when, why*).c. Form and use the **progressive** (e.g.*, I was walking; I am walking; I will be walking*) **verb****tenses**.d. Use modal **auxiliaries** (e.g., *can, may, must*) to convey various conditions.e. Order **adjectives** within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).f. Form and use **prepositional** **phrases**.g. Produce **complete sentences**, recognizing and correcting inappropriate **fragments** and **run-ons**.\*h. Correctly use **frequently confused** **words** (e.g., *to, too, two; there, their*).\* | 1. Demonstrate command of the conventions of **standard English grammar** and usage when writing or speaking.a. Explain the function of **conjunctions**, **prepositions**, and **interjections** in general and their function in particular sentences.b. Form and use the **perfect** (e.g., *I had walked; I have walked; I will have walked*) **verbtenses**.c. Use **verb tense** to convey various **times**, **sequences**, **states**, and **conditions**.d. Recognize and correct inappropriate **shifts in verb** **tense**.\*e. Use **correlative conjunctions** (e.g., *either/or, neither/nor*). |

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|  | **Kindergarten** | **First Grade** | **Second Grade** | **Third Grade** | **Fourth Grade** | **Fifth Grade** |
| **Conventions of Standard English** | 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. | 2. Demonstrate command of the conventions of **standard English capitalization,** **punctuation**, and **spelling** when writing.a. **Capitalize** dates and names of people.b. Use **end punctuation** for sentences.c. Use **commas** in dates and to separate single words in a series.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. | 2. Demonstrate command of the conventions of **standard English capitalization,** **punctuation**, and **spelling** when writing.a. **Capitalize** holidays, product names, and geographic names.b. Use **commas** in greetings and closings of letters.c. Use an **apostrophe** to form **contractions** and frequently occurring **possessives**.d. Generalize learned **spelling** **patterns** when writing words (e.g., cage -> badge; boy -> boil).e. Consult **reference materials**, including beginning dictionaries, as needed to check and correct spellings. | 2. Demonstrate command of the conventions of **standard English capitalization,** **punctuation**, and **spelling** when writing.a. **Capitalize** appropriate words in titles.b. Use **commas** in addresses.c. Use **commas** and **quotation** **marks** in **dialogue**.d. Form and use **possessives**.e. Use **conventional spelling** for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled,* *cries, happiness*).f. Use **spelling patterns** and **generalizations** (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.g. Consult **reference materials**, including beginning dictionaries, as needed to check and correct **spellings**. | 2. Demonstrate command of the conventions of **standard English capitalization,** **punctuation**, and **spelling** when writing.a. Use correct **capitalization**.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.d. **Spell** grade-appropriate words **correctly**, consulting references as needed. | 2. Demonstrate command of the conventions of **standard English capitalization,** **punctuation**, and **spelling** when writing.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** (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?*).d. Use **underlining**, **quotation marks**, or **italics** to indicate **titles** of works.e. **Spell** grade-appropriate words **correctly**, consulting references as needed. |
| **Knowledge of Language** | 3. *(Begins in grade 2)* | 3. *(Begins in grade 2)* | 3. Use knowledge of **language** and its **conventions** when **writing**, **speaking**, **reading**, or **listening**.a. Compare **formal** and **informal** uses of English. | 3. Use knowledge of **language** and its **conventions** when writing, speaking, reading, or listening.a. Choose **words** and **phrases** **for** **effect**.\*b. Recognize and observe differences between the conventions of **spoken** and **written** standard English. | 3. Use knowledge of **language** and its **conventions** when writing, speaking, reading, or listening.a. Choose words and phrases to **convey ideas precisely**.\*b. Choose punctuation for **effect**.\*c. Differentiate between contexts that call for **formal English** (e.g., presenting ideas) and situations where **informal** **discourse** is appropriate (e.g., small-group discussion). | 3. 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**.b. **Compare** and **contrast** the **varieties of English** (e.g., dialects, registers) used in stories, dramas, or poems. |

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| **Vocabulary Acquisition and Use** | 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. | 4. 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*). | 4. 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 *in all* *content areas*. | 4. Determine or clarify the meaning of **unknown** and **multiple-meaning word** 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 *in all content areas.* | 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 *and to identify* *alternate word choices in all content* *areas*. | 4. 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 *and to identify* *alternate word choices in all content* *areas*. |
| **Vocabulary Acquisition and Use** | 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. | 5. 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. | 5. 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*). | 5. Demonstrate understanding of word **relationships** and nuances in **word meanings**.a. Distinguish the **literal** and **non-literal** **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*). | 5. 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**). | 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. |
| 6. Use **words** and **phrases** acquired through conversations, reading and being read to, and responding to texts. | 6. 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., *I named my hamster Nibblet* *because she nibbles too much because she likes**that*). | 6. 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*). | 6. Acquire and use accurately grade-appropriate **conversational, general academic, and domain-specific words** and **phrases**, including those that signal **spatial** and **temporal relationships** (e.g.,*After dinner that night we went looking for them*). | 6. 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 animalpreservation). | 6. 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*). |

Note: Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly

sophisticated writing and speaking are marked with an asterisk (\*). Text in ***blue*** is specific to the California State Common Core standards.