**Common Core Standards: Expressive Language**

Key: A-Bc. (DE)

A= grade level

Bc = standard number and sub designation

DE= area (SL- speaking and listening standards, LS= language standards, RSL= reading standards literature)

**Word Meaning:**

K-4a. (LS) Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*) based on kindergarten reading and content.

k-5d. (LS) Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings with guidance and support from adults.

1-5d. (LS) 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.

2-4c. (LS) Use a known root word as a clue to the meaning of an unknown word with the same root (*e.g., addition, additional*) based on grade 2 reading and content.

2-4d. (LS) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*) based on grade 2 reading and content.

2-5b. (LS) Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

3-4c. (LS) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*)based on grade 3 reading and content.

3-5c. (LS) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

4-5c. (LS) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

**Use of context:**

k-3. (RSL) With prompting and support, identify characters, settings, and major events in a story.

1-4a. (LS) Use sentence-level context as a clue to the meaning of a word or phrase based on grade 1 reading and content.

1-3. (RSL) Describe characters, settings, and major events in a story, using key details.

2-4a. (LS) Use sentence-level context as a clue to the meaning of a word or phrase based on grade 2 reading and content.

2-7. (RSL) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

3-4a. (LS) Use sentence-level context as a clue to the meaning of a word or phrase based on grade 3 reading and content.

3-3. (RSL) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3-7. (RSL) Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

4-4a. (LS) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase based on grade 4 reading and content.

4-7. (RSL) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

5-4a. (LS) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase based on 5th grade reading and content.

**Use of resources:**

2-4e. (LS) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

3-4d. (LS) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases based on grade 3 reading and content.

4-4c. (LS) 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 based on grade 4 reading and content.

5-4c. (LS) 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 based on 5th grade reading and content.

**Higher Level Language Skills**

3-5a. (LS) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

4-5a. (LS) Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

4-5b. (LS) Recognize and explain the meaning of common idioms, adages, and proverbs.

4-1. (RSL) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

5-5 a. (LS) Interpret figurative language, including similes and metaphors, in context.

5-5b. (LS) Recognize and explain the meaning of common idioms, adages, and proverbs.

5-1. (RSL) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Words Relationships: (categories, synonyms, antonyms, adjectives, attributes)**

k-4. (SL) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

K-5a. (LS) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent with guidance and support from adults.

K-5b. (LS) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) with guidance and support from adults..

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

k-7. (RSL) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

k-9. (RSL) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

1-4. (SL) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1-5a. (LS) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

1-5b. (LS) 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).

1-5c. (LS) Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

1-3. (RSL) Describe characters, settings, and major events in a story, using key details.

1-7. (RSL) Use illustrations and details in a story to describe its characters, setting, or events.

1-9. (RSL) Compare and contrast the adventures and experiences of characters in stories.

2-5a. (LS) Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).

2-2. (SL) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

3-3. (RSL) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3-9. (RSL) Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

3-5b. (LS) Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

3-6. (LS) 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*).

**Word Relationships cont’d.**

4-5b. (LS) Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

4-5c. (LS) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

4-3. (RSL) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

4-7. (RSL) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

4-9. (RSL) Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

5-5c. (LS) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

5-3. (RSL) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

5-9. (RSL) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**Content in speaking tasks:**

K-6. (LS) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

1-6. (LS) 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*).

1-2. (SL) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1-4. (SL) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

2-2. (SL) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2-4. (SL) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2-6. (LS) 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*).

3-3a (LS) Use knowledge of language and it’s conventions when writing, speaking ,reading or listening by choosing words and phrases for effect.

3-6. (LS) 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*).

3-4. (SL) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

3-3. (SL) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

3-6. (SL) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

3-1d. (SL) Explain their own ideas and understanding in light of the discussion on grade 3 topics and texts.

4-1d (SL) review the key ideas expressed and explain their own ideas and understanding in light of the discussion with diverse partners on grade 4 topics and texts.

4-4. (SL) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

4-6. (LS) 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).

**Content in speaking tasks (continued):**

5-6. (LS) 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*).

5-4. (SL) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Inflection, affix, suffix:**

K-4b. (LS) 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 based on *kindergarten reading and content.*

1-4b. (LS) Use frequently occurring affixes as a clue to the meaning of a word based on grade 1 reading and content.

1-4c. (LS) Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*) based on grade 1 reading and content.

2-4b. (LS) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy*/*unhappy*, *tell*/*retell*) based on grade 2 reading and content.

3-4b. (LS) 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*) based on grade 3 reading and content.

4-4b. (LS) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*) based on grade 4 reading and content.

5-4b. (LS) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*) based on 5th grade reading and content.