



Grade: Kindergarten			
Subject: Language			
Domain	Strand	Standard	Associated Goal Stems
Language Kindergarten, Standard 1	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>a. Print many upper- and lowercase letters.</i> <i>b. Use frequently occurring nouns and verbs.</i> <i>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</i> <i>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</i> <i>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</i> <i>f. Produce and expand complete sentences in shared language activities.</i>	<u>K.L.1 Print Upper and Lower Case Letters</u> <STUDENT> will print <#> upper- and lowercase letters <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>K.L.1 Produce Sentences</u> <STUDENT> will produce one or more sentences and/or expand on complete sentences in shared language activities <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>K.L.1 Question Words</u> In speaking and/or in writing, <STUDENT> will use question words (e.g., <i>who, what, where, when, why, how</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>K.L.1 Nouns and Verbs</u> In speaking and/or in writing, <STUDENT> will use frequently occurring nouns and verbs <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>K.L.1 Plural Nouns</u> <STUDENT> will form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>K.L.1 Prepositions</u> In speaking and/or in writing, <STUDENT> will use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: Kindergarten			
Subject: Language			
Domain	Strand	Standard	Associated Goal Stems
Language Kindergarten, Standard 2	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<u>K.L.2 Capitalization and Punctuation</u> <STUDENT> will capitalize the first word in a sentence, the pronoun <i>I</i> , recognize and name end punctuation <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
		a. Capitalize the first word in a sentence and the pronoun <i>I</i> . b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<u>K.L.2 Write Letters for Sounds</u> <STUDENT> will write a letter or letters for <#> consonant and <#> short-vowel sounds (phonemes) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
		d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<u>K.L.2 Spell Simple Words Phonetically</u> When writing, <STUDENT> will spell <#> simple words phonetically, drawing on knowledge of sound-letter relationships <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Language Kindergarten, Standard 4	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	<u>K.L.4 Identify New Meanings of Words</u> <STUDENT> will determine or clarify the meaning of <#> unknown and multiple-meaning words and phrases based on grade level text by identifying new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
		a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	<u>K.L.4 Use Inflections and Affixes as Clues to Meaning</u> <STUDENT> will determine or clarify the meaning of <#> unknown and multiple-meaning words and phrases based on grade level text by using the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: Kindergarten			
Subject: Language			
Domain	Strand	Standard	Associated Goal Stems
Language Kindergarten, Standard 5	Vocabulary Acquisition and Use	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p><u>K.L.5 Word Relationships- Sort Objects into Categories</u></p> <p>With guidance and support from adults, <STUDENT> will explore word relationships BY sorting common objects into categories (eg. Shapes, foods) to gain a sense of the concepts the categories represent <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>K.L.5 Word Relationships-Verbs, Adjectives and their Opposites</u></p> <p>With guidance and support from adults, <STUDENT> will explore word relationships BY naming and using frequently occurring verbs and adjectives and relating them to their opposites (antonyms) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>K.L.5 Word Meaning-Connection between Words and their Use</u></p> <p>With guidance and support from adults, <STUDENT> will explore nuances in word meanings BY identifying a real-life connection between words and their use, and using those words in context (e.g., note places at school that are <i>colorful</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grade: 1			
Subject: Language			
Domain	Strand	Standard	Associated Goal Stems
Language Grade 1, Standard 1	Conventions of Standard English	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., <i>He hops; We hop</i>). d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). CA e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1.L.1 Print Upper and Lower Case Letters <STUDENT> will print <#> upper- and lowercase letters <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			1.L.1 Use Common, Proper, and Possessive Nouns In speaking and/or writing one or more sentences, <STUDENT> will use common, proper, and possessive nouns <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			1.L.1 Produce and Expand Sentences <STUDENT> will produce and expand one or more simple and compound declarative, interrogative, imperative, and/or exclamatory sentences in response to prompts <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			1.L.1 Use Verbs to Convey Past, Present, Future In speaking and/or writing one or more sentences, <STUDENT> will use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			1.L.1 Use Personal Possessives and Indefinite Pronouns In speaking and/or writing one or more sentences, <STUDENT> will use personal (subject, object), possessives, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 1			
Subject: Language			
Domain	Strand	Standard	Associated Goal Stems
Language Grade 1, Standard 2	Conventions of Standard English	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.	1.L.2 Use Conventional Spelling <STUDENT> will use conventional spelling for words with common spelling patterns and for frequently occurring irregular words <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			1.L.2 Use Commas and End Punctuation <STUDENT> will use commas in dates and to separate single words in a series and use end punctuation for sentences <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			1.L.2 Spell Untaught Words Phonetically <STUDENT> will spell untaught words phonetically, drawing on phonemic awareness and spelling conventions <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			1.L.2 Capitalize Dates and Names <STUDENT> will capitalize dates and names of people <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Language Grade 1, Standard 4	Vocabulary Acquisition and Use	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. 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., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	1.L.4 Use Context Clues to Determine Word Meaning <STUDENT> will determine or clarify the meaning of <#> unknown and multiple meaning words and/or phrases based on grade level text by using sentence-level context as a clue to the meaning of a word or phrase <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			1.L.4 Use Affixes to Determine Word Meaning <STUDENT> will determine or clarify the meaning of <#> unknown and multiple meaning words and/or phrases based on grade level text by using frequently occurring affixes as a clue to the meaning of a word <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			1.L.4 Use Root Words and Inflectional Endings to Determine Word Meaning <STUDENT> will determine or clarify the meaning of <#> unknown and multiple meaning words and/or phrases based on grade level text by identifying frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 1			
Subject: Language			
Domain	Strand	Standard	Associated Goal Stems
Language Grade 1, Standard 5	Vocabulary Acquisition and Use	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. 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).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p><u>1.L.5 Word Relationships- Sort Words into Categories</u></p> <p>With guidance and support from adults, <STUDENT> will demonstrate understanding of word relationships by sorting words into categories (eg. colors, clothing) to gain a sense of the concepts the categories represent <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>1.L.5 Word Meanings- Define Words by Category and Attribute</u></p> <p>With guidance and support from adults, <STUDENT> will demonstrate understanding of nuances in word meanings by defining 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) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>1.L.5 Word Meanings- Connections Between Words and Their Use</u></p> <p>With guidance and support from adults, <STUDENT> will demonstrate understanding of nuances in word meanings by identifying real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>1.L.5 Word Meanings-Distinguishing Shades of Meaning</u></p> <p>With guidance and support from adults, <STUDENT> will demonstrate understanding of nuances in word meanings BY distinguishing shades of meaning among verbs differing in manner and intensity by defining or choosing them or by acting out the meanings <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grade: 2			
Subject: Language			
Domain	Strand	Standard	Associated Goal Stems
Language Grade 2, Standard 1	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	2.L.1 Use Irregular Plural Nouns In speaking and/or writing one or more sentences, <STUDENT> will use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			2.L.1 Use Past Tense, Irregular Verbs In speaking and/or writing one or more sentences, <STUDENT> will form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			2.L.1 Use Adjectives and Adverbs In speaking and/or writing one or more sentences, <STUDENT> will use adjectives and adverbs, and choose between them depending on what is to be modified <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			2.L.1 Simple and Compound Sentences In speaking and/or writing, <STUDENT> will produce, expand, and rearrange one or more simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 2			
Subject: Language			
Domain	Strand	Standard	Associated Goal Stems
Language Grade 2, Standard 2	Conventions of Standard English	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.L.2 Form Contractions and Possessives <STUDENT> will use an apostrophe to form contractions and frequently occurring possessives when writing <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			2.L.2 Generalize Spelling Patterns <STUDENT> will generalize learned spelling patterns when writing words when writing <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			2.L.2 Consult Reference Materials to Check Spelling <STUDENT> will consult reference materials, including beginning dictionaries, as needed to check and correct spellings when writing <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			2.L.2 Capitalization of Proper Nouns <STUDENT> will capitalize holidays, product names, and geographic names when writing <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			2.L.2 Use Commas <STUDENT> will use commas in greetings and closings of letters when writing <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 2			
Subject: Language			
Domain	Strand	Standard	Associated Goal Stems
Language Grade 2, Standard 4	Vocabulary Acquisition and Use	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. 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., <i>happy/unhappy, tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA	2.L.4 Use Context Clues to Determine Word Meaning <STUDENT> will determine or clarify the meaning of <#> unknown and multiple meaning words and/or phrases based on grade level text by using sentence-level context as a clue to the meaning of a word or phrase <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			2.L.4 Use Root Words and Prefixes to Determine Word Meaning <STUDENT> will determine or clarify the meaning of <#> unknown and multiple meaning words and/or phrases based on grade level text by using a known root words and prefixes as clues to the meanings of unknown words <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			2.L.4 Predict Meaning of Compound Words <STUDENT> will determine or clarify the meaning of <#> unknown and multiple meaning words and/or phrases based on grade level text by using knowledge of individual words to predict the meaning of compound words <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Language Grade 2, Standard 5	Vocabulary Acquisition and Use	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 <i>spicy</i> or <i>juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	2.L.5 Word Meanings- Connections Between Words and Their Use <STUDENT> will identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			2.L.5 Word Meanings-Distinguishing Shades of Meaning <STUDENT> will distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 3			
Subject: Language			
Domain	Strand	Standard	Associated Goal Stems
Language Grade 3, Standard 1	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., <i>childhood</i>). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	3.L.1 Use Verbs and Plural Nouns in Sentences In speaking and/or in writing one or more sentences, <STUDENT> will form and use regular and irregular verbs, plural nouns, and use simple verb tenses <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			3.L.1 Produce Simple, Compound, and Complex Sentences In speaking and/or in writing, <STUDENT> will produce simple, compound, and complex sentences with subject-verb and pronoun-antecedent agreement <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Language Grade 3, Standard 2	Conventions of Standard English	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., <i>sitting, smiled, cries, happiness</i>). 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.	3.L.2 Conventional Spelling and Adding Suffixes to Base Words <STUDENT> will use conventional spelling for high frequency and other studied words and to add suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			3.L.2 Use Spelling Patterns and Generalizations <STUDENT> will use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			3.L.2 Use Commas, Quotation Marks, and Possessives <STUDENT> will use commas and quotation marks in dialogue, and form and use possessives <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 3			
Subject: Language			
Domain	Strand	Standard	Associated Goal Stems
Language Grade 3, Standard 3	Knowledge of Language	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.L.3 Choose Words and Phrases for Effect In writing one or more paragraphs in a given genre, <STUDENT> will choose words and phrases for effect <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Language Grade 3, Standard 4	Knowledge of Language	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , 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., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases <i>in all content areas</i> . CA	3.L.4 Use Context Clues to Determine Word Meaning <STUDENT> will determine or clarify the meaning of <#> unknown and multiple meaning words and/or phrases based on grade level text by using sentence-level context as a clue to the meaning of a word or phrase <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy. 3.L.4 Use Roots and Affixes to Determine Word Meaning <STUDENT> will determine or clarify the meaning of <#> unknown and multiple meaning words and/or phrases based on grade level text by using a known root words and affixes as clues to the meanings of unknown words <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy. 3.L.4 Use Glossaries and Dictionaries to Determine Word Meaning <STUDENT> will determine or clarify the meaning of <#> unknown and multiple meaning words and/or phrases based on grade level text by using glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases <i>in all content areas</i> <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 3			
Subject: Language			
Domain	Strand	Standard	Associated Goal Stems
Language Grade 3, Standard 5	Vocabulary Acquisition and Use	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., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).	3.L.5 Distinguish Literal and Non-Literal Meanings of Words <STUDENT> will demonstrate understanding of word relationships and nuances in word meanings by distinguishing the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			3.L.5 Word Meanings- Connections Between Words and Their Use <STUDENT> will demonstrate understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			3.L.5 Word Meanings-Distinguishing Shades of Meaning <STUDENT> will demonstrate understanding of word relationships and nuances in word meanings by distinguishing shades of meaning among related words that describe states of mind and/or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 4			
Subject: Language			
Domain	Strand	Standard	Associated Goal Stems
Language Grade 4, Standard 1	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use interrogative, relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). CA b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	4.L.1 Use Interrogative Pronouns and Relative Adverbs In speaking and/or writing, <STUDENT> will use interrogative, relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			4.L.1 Use Modal Auxiliaries In speaking and/or writing, <STUDENT> will use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			4.L.1 Produce Complete Sentences and Use Prepositional Phrases In speaking and/or writing, <STUDENT> will produce complete sentences, recognize and correct inappropriate fragments and run-ons, and /or use prepositional phrases <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Language Grade 4, Standard 2	Conventions of Standard English	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.	4.L.2 Use Commas and Quotation Marks <STUDENT> will use commas and quotation marks to mark direct speech and quotations from a text <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			4.L.2 Use Commas in Compound Sentences <STUDENT> will use a comma before a coordinating conjunction in a compound sentence <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			4.L.2 Spell Grade Appropriate Words, Consult References <STUDENT> will correctly spell <#> grade-appropriate words, consulting references as needed <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 4			
Subject: Language			
Domain	Strand	Standard	Associated Goal Stems
Language Grade 4, Standard 3	Knowledge of Language	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).	4.L.3 Choose Words, Phrases, and Punctuation for Effect In speaking and/or writing, <STUDENT> will choose one or more words and phrases to convey ideas precisely and choose punctuation for effect <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Language Grade 4, Standard 4	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , 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., <i>telegraph, photograph, autograph</i>). 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 <i>in all content areas</i> . CA	4.L.4 Use References to Determine Precise Word Meaning <STUDENT> will determine or clarify the meaning of <#> unknown and multiple meaning words and/or phrases based on grade level text by consulting 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 <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			4.L.4 Use Context Clues to Determine Word Meaning <STUDENT> will determine or clarify the meaning of <#> unknown and multiple meaning words and/or phrases based on grade level text by using context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			4.L.4 Use Greek and Latin Affixes and Roots to Determine Word Meaning <STUDENT> will determine or clarify the meaning of <#> unknown and multiple meaning words and/or phrases based on grade level text by using common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 4			
Subject: Language			
Domain	Strand	Standard	Associated Goal Stems
Language Grade 4, Standard 5	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) 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).	<u>4.L.5 Relate Words to Their Antonyms and Synonyms</u> <STUDENT> will demonstrate the understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>4.L.5 Explain Meaning of Similes and Metaphors</u> <STUDENT> will explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 5			
Subject: Language			
Domain	Strand	Standard	Associated Goal Stems
Language Grade 5, Standard 1	Conventions of Standard English	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>I had walked; I have walked; I will have walked</i>) verb tenses. 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., <i>either/or, neither/nor</i>).	5.L.1 Use Verb Tenses In speaking and/or writing, <STUDENT> will use verb tense to convey various times, sequences, states, and conditions, recognizing and correcting inappropriate shifts in verb tense <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			5.L.1 Use Conjunctions, Prepositions, and Interjections <STUDENT> will appropriately use conjunctions, prepositions, and interjections in their speaking and/or writing <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Language Grade 5, Standard 2	Conventions of Standard English	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 <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	5.L.2 Spell Grade Appropriate Words, Consult References <STUDENT> will spell grade-appropriate words correctly, consulting references as needed <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			5.L.2 Use Punctuation, Items in a Series <STUDENT> will use punctuation to separate items in a series <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Language Grade 5, Standard 3	Knowledge of Language	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.	5.L.3 Expand, Combine, and Reduce Sentences In speaking and/ or in writing, <STUDENT> will expand, combine, and reduce one or more sentences for meaning, reader/listener interest, and style <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 5			
Subject: Language			
Domain	Strand	Standard	Associated Goal Stems
Language Grade 5, Standard 4	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , 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., <i>photograph, photosynthesis</i>). 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 <i>in all content areas</i> . CA	5.L.4 Use References to Determine Precise Word Meaning <STUDENT> will determine or clarify the meaning of <#> unknown and multiple meaning words and/or phrases based on grade level text by consulting reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine and/ or clarify the precise meaning of key words and phrases <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			5.L.4 Use Context to Determine Word Meaning <STUDENT> will determine or clarify the meaning of <#> unknown and multiple meaning words and/or phrases based on grade level text by using context (e.g., cause /effect relationships and comparisons in text) as a clue to the meaning of a word or phrase <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			5.L.4 Use Greek and Latin Affixes and Roots to Determine Word Meaning <STUDENT> will determine or clarify the meaning of <#> unknown and multiple meaning words and/or phrases based on grade level text by using common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
Language Grade 5, Standard 5	Vocabulary Acquisition and Use	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.	5.L.5 Use Word Relationships to Better Understand Word Meanings <STUDENT> will use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			5.L.5 Identify Meaning of Figurative Language <STUDENT> will identify the meaning of figurative language, including similes and metaphors, in context <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.