**Kindergarten Glossary of Elements from CCSS Language Standards (L)**

*Conventions of Standard Language*

**Standard (L.K.1) –**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

1. **Print many upper- and lower-case letters.**
2. **Use frequently occurring nouns and verbs.**
3. **Form regular plural nouns orally by adding /s/ or /es/.**
4. **Understand how to use question words (interrogatives).**
5. **Use the most frequently occurring prepositions.**
6. **Produce and expand complete sentences in shared language activites.**

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Print upper- and lower-case letters.** | Noun, 1. **upper**-**case letter** - one of the large alphabetic **characters** used as the first **letter** in writing or printing proper names and sometimes for emphasis; …  A **letter** written or printed in a size smaller than and often in a form differing from its corresponding capital **letter**. | Uppercase letters- A special way of printing letters that are tall. They show importance and the beginning of a sentence. (A, B, C…)  Lowercase letters- A way of printing letters that can be tall, smalll or descending. | <http://peabody.vanderbilt.edu/docs/pdf/sped/CASL%20Handwriting%20Program.pdf> |
| 1. **b. Noun** | A word used to name a person, place, animal, place, thing, and an abstract idea  Often described as *naming words* | Person: policeman, teacher, mom  Place: playground, school, home  Thing: desk, crayon, backpack  Abstract Idea: love, hate |  |
| 1. **c. regular plural nouns** | The word *plural* denotes a quantity greater than one | dog, dogs; wish. wishes |  |
| 1. **b. Verb** | Verbs are doing words. A verb can express a physical action, a mental action, or a state of being. | A physical action: *to swim*, *to write*, *to climb*  A mental action: *to think*, *to guess*, *to consider*  A state of being: *to be*, *to exist*, *to appear* |  |
| 1. **d. Interrogatives** | in·ter·rog·a·tive:. adjective \ˌin-tə-ˈrä-gə-tiv\. grammar : having the form of a question rather than a statement or command. : used to ask a question. : asking | who, what, when, where, why, how? |  |
| 1. **e. Prepositions** | Prepositions tell the “position” of people or things in relation to place or time. | in, on, at, around, above, near, underneath, alongside, of, and for |  |
| 1. **f. Complete sentences** | A sentence that usually includes who/what and what they did (noun and verb) along with correct capitalization and punctuation. | The dog ran.  Where did the dog go? | Modeled writing  Share the pen  Morning Message |

*Conventions of Standard Language*

**Standard (L.K.2) –**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. **Capitalize the first word in a sentence and the pronoun I.**
2. **Recognize and name end punctuation.**
3. **Write a letter or letters for most consonant and short-vowel sounds (phonemes).**
4. **Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Capitalization** | To begin a word with an upper-case letter. Used at the beginning of a sentence, for a proper noun, or for the word “I”. | The dog ran.  I live in Michigan.  My brother and I went to grandma’s house. |  |
| 1. **b. End punctuation** | To mark the ends of sentences using the correct symbol. | Period : The dog ran.  Question mark: Where did the dog go?  Exclamation mark: Watch out! |  |
| 1. **c. Phonemes** | A phoneme is a single “unit” of sound that has meaning in any language. | Cat has three phonemes:  /c/ /a/ /t/  Cheese has three phonemes:  /ch/ /ee/ /z/ |  |
| 1. **d. Phonetic spelling** | Phonetic spelling is the representation of vocal sounds which express pronunciations of words. It is a system of spelling in which each letter represents invariably the same spoken sound. | *DA (day)*  *WEL (will)*  *KAM (came)*  *BAD (bed)*  *FEL (feel)*  *SAD (said)*  *LIK (like)*  *YOH (watch)*  *FES (fish)*  *YL (will)*  *YAR (where)* |  |

*Knowledge of Language*

**Standard (L.K.3)** Begins in grade 2

*Vocabulary Acquisition and Use*

**Standard (L.K.4) –**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

1. **Identify new meanings for familiar words and apply them accurately.**
2. **Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.**

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Homonyms** | Words that sound like one another but have different meanings. | Knowing *duck* is a bird; learning the verb *to duck*. |  |
| 1. **b. Inflections and affixes** | An inflection is a change in the form of a word that reflects a change in grammatical function.    An affix is a word element, such as a prefix or suffix, that can only occur attached to a base, stem, or root. | I like to read. Therefor, I am a reader.  It is a nice day for a walk. I enjoy walking.  -ed, -s, re-, un-, pre-, -ful,  -less |  |

**Standard (L.K.5) –**With guidance and support from adults, explore word relationships and nuances in word meanings.

1. **Sort common objects into categories to gain a sense of the concepts the categories represent.**
2. **Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).**
3. **Identify real-life connections between words and their uses.**
4. **Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.**

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Categories** | A specifically defined division in a system of classification; class. | Shapes, foods, colors |  |
| 1. **b. Antonyms** | A word opposite in meaning to another. | hot – cold  big - little  run – walk  sit - stand |  |
| 1. **c. Real-life connections** | Connections between words and their use, and finding examples from students’ own lives. | Places at school that are *colorful*  Games they play that are *active* |  |
| 1. **d. Synonyms** | A **synonym** is a word or phrase that means exactly or nearly the same as another word or phrase in the same language | walk, march, strut, prance  quickly, speedily  cuddle, snuggle, hug |  |

**Standard (L.K.6) –**Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **Transfer** | This standard is about students using the words and phrases learned and applying them in formal and informal conversations, in their reading, and in their writing. | Circle time conversations will include correct usage of sentence structure.  During the sharing time of workshop, students will utilize vocabulary that has been introduced.  In writing, students will begin to utilize inflections correctly, recognizing the familiar spelling patterns. |  |