

K-5 Nontransferable English Language Arts Standards Map

Instructional Standards

Based on NJ Core Curriculum Content Standards - Language Standards (K-5)

K	G1	G2	G3
	Conventions of Grammar and Usage		
	Print most upper- and lowercase letters.		
	Write a letter or letters for most consonant and short-vowel sounds (phonemes).		Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences.
	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.	Form common irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	
	Understand and use the most frequently occurring prepositions in English (e.g., to/from, in/out, on/off, for, of, by, with) when speaking.		Form and use the simple (e.g., <i>I walked, I walk, I will walk</i>) verb tenses.
	Produce and expand complete sentences in shared language and writing activities.	Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.	Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences.
	Understand and use question words (e.g., who, what, where, when, why, how) in discussions.	Use verbs to convey a sense of past, present, and future in writing and speaking (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	Produce and expand complete sentences to provide requested detail or clarification.
	Use singular and plural nouns with matching verbs in simple sentences (e.g., <i>He hops; We hop</i>).	Form the past tense of common irregular verbs (e.g., <i>sat, hid, told</i>).	Ensure subject-verb and pronoun-antecedent agreement.
	Use subject, object, and possessive pronouns in speaking and writing (e.g., <i>I, me, my; they, them, their</i>).	Understand that, minimally, every sentence must be about something (the subject) and tell something (the predicate) about its subject.	Produce simple, compound, and complex sentences.
	Understand and use frequently occurring prepositions in English (e.g., <i>during, toward</i>).		

K	G1	G2	G3
Conventions of Capitalization, Punctuation, and Spelling			
	<p>Capitalize the first word in a sentence and the pronoun I.</p>	<p>Capitalize names, places, and dates. Capitalize holidays, product names, geographic names, and important words in titles.</p>	<p>Use apostrophes to form contractions and common possessives. Use commas in greetings and closings of letters.</p>
	<p>Name and identify end punctuation, including periods (note the difference between a period in a Chinese sentence and that in an English one), question marks, and exclamation points (note the last two are the same as those in a Chinese sentence).</p>	<p>Use end punctuation for sentences, including periods, question marks, and exclamation points. Use commas in dates and to separate single words in a series.</p>	<p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
	<p>Spell simple words phonetically using knowledge of sound-letter relationships.</p>	<p>Use conventional spelling for words with common spelling patterns and for common irregular words.</p>	<p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>).</p>
	<p>Form new words through addition, deletion, and substitution of sound and letters (e.g., <i>an</i> → <i>man</i> → <i>mat</i> → <i>mast</i> → <i>must</i> → <i>rust</i> → <i>crust</i>).</p>	<p>Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions.</p>	<p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
		<p>Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>; <i>paper</i> → <i>copper</i>).</p>	<p>Consult reference materials, including dictionaries, as needed to check and correct spellings.</p>
Determination of Word Meanings			
	<p>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent (note the similar concepts in Chinese except for terms to use in English).</p>	<p>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent (note the similar concepts in Chinese except for terms to use in English).</p>	
	<p>Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i>).</p>	<p>Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.</p>	<p>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>

PIACS ELA Nontransferable – Instructional Standards
For 2010-2011

K	G1	G2	G3
	Use the most common affixes in English (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Use common affixes in English as a clue to the meaning of an unknown word.	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>).
		Define words by category and by one or more key attributes.	Explain the meaning of grade-appropriate compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).
		Demonstrate understanding of the concept of multiple-meaning words (e.g., <i>match, kind, play</i>) by identifying meanings of some grade-appropriate examples of such words.	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>).
	Understanding Word Relationships		
	Build real-life connections between words and their use (e.g., note places at school that are colorful).	Build real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	Build real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).
	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	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, choosing, or acting out the meanings.	Distinguish shades of meaning among related verbs (e.g., <i>toss, throw, hurl</i>) and related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
	Demonstrate understanding of common verbs and adjectives by relating them to their opposites (antonyms).		Distinguish among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).

G4	G5
Conventions of Grammar and Usage	
Form and use the progressive (e.g., <i>I was walking, I am walking, I will be walking</i>) verb aspects.	Form and use the perfect (e.g., <i>I had walked, I have walked, I will have walked</i>) verb aspects.
Produce complete sentences, avoiding rhetorically poor fragments and run-ons.	Recognize and correct inappropriate shifts in verb tense and aspect.
Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	
Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences.	
Conventions of Capitalization, Punctuation, and Spelling	
Use quotation marks to mark direct speech and quotations from a text.	Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. Use underlining, quotation marks, or italics to indicate titles of works.
Spell grade-appropriate words correctly, consulting references as needed.	Spell grade-appropriate words correctly, consulting references as needed.
Make Effective Language Choices	
Use punctuation for effect.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Maintain consistency in style and tone	
Choose words and phrases to convey ideas precisely.	
Determination of Word Meanings	
Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital, using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.	Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.

PIACS ELA Nontransferable – Instructional Standards
For 2010-2011

G4	G5
	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>photograph</i> , <i>photosynthesis</i>).
Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>).	Interpret figurative language, including similes and metaphors.
Paraphrase common idioms, adages, and proverbs.	Explain the meaning of common idioms, adages, and proverbs.
Understanding Word Relationships	
	Build real-life connections between words and their various uses and meanings
Distinguish a word from other words with similar but not identical meanings (synonyms).	Distinguish a word from other words with similar but not identical meanings (synonyms).
Define relationships between words (e.g., how <i>ask</i> is like and unlike <i>demand</i> ; what items are likely to be <i>enormous</i>).	Define relationships between words (e.g., how <i>smirk</i> is like and unlike <i>smile</i> ; what items are likely to be <i>vast</i>).