

**Primary Concepts®**  
**Vocabulary Development Center**  
**3503**

Primary Concepts' **Vocabulary Development Center** addresses the following Common Core State Standards. Students at each grade are expected to meet the standards for the grade level as well as retain or further develop skills and understandings mastered in earlier grades.

<b>Kindergarten</b>
<b>Language Standards</b>
<b>Conventions of Standard English</b>
<b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<ul style="list-style-type: none"> <li>▪ Use frequently occurring nouns and verbs.</li> <li>▪ Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>▪ Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>▪ Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>▪ Produce and expand complete sentences in shared language activities.</li> </ul>
<b>Vocabulary Acquisition and Use</b>
<b>L.K.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<ul style="list-style-type: none"> <li>▪ 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>).</li> </ul>
<b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.
<ul style="list-style-type: none"> <li>▪ Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>▪ Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>▪ Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</li> <li>▪ Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</li> </ul>
<b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

<b>Grade 1</b>
<b>Language Standards</b>
<b>Conventions of Standard English</b>
<b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage

when writing or speaking.
<ul style="list-style-type: none"> <li>▪ Use common, proper, and possessive nouns.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li> </ul>
<ul style="list-style-type: none"> <li>▪ Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</li> </ul>
<ul style="list-style-type: none"> <li>• Use frequently occurring adjectives.</li> </ul>
<ul style="list-style-type: none"> <li>• Use determiners (e.g., articles, demonstratives).</li> </ul>
<ul style="list-style-type: none"> <li>• Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> </ul>
<ul style="list-style-type: none"> <li>▪ Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>
<b>Vocabulary Acquisition and Use</b>
<b>L.1.5.</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
<ul style="list-style-type: none"> <li>▪ Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 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).</li> </ul>
<ul style="list-style-type: none"> <li>▪ Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> </ul>
<ul style="list-style-type: none"> <li>▪ Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, star, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or acting out the meanings.</li> </ul>

<b>Grade 2</b>
<b>Language Standards</b>
<b>Conventions of Standard English</b>
<b>L.2.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<ul style="list-style-type: none"> <li>▪ Form and use frequently occurring regular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> </ul>
<b>Vocabulary Acquisition and Use</b>
<b>L.2.4</b> Determine or clarify the meaning of unknown and multi-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.
<ul style="list-style-type: none"> <li>▪ 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>).</li> </ul>
<b>L.2.5.</b> Demonstrate understanding of word relationships and nuances in word meanings.
<ul style="list-style-type: none"> <li>▪ Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</li> </ul>
<ul style="list-style-type: none"> <li>▪ 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>).</li> </ul>