CLUSTER: CONVENTIONS OF STANDARD ENGLISH

Anchor Standard 1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L 1.1: 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., *He hops; We hop*).
d. Use personal, possessive, and indefinite pronouns (e.g*., I, me, my; they, them, their; anyone, everything*).
e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
f. Use frequently occurring adjectives.
g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
h. Use determiners (e.g., articles, demonstratives).
i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Essential Skills:

1.1.a Print all upper and lowercase letters.

- **Develop and strengthen fine motor skills using a variety of activities.**
- **Correctly form upper and lowercase letters.**
- **Practice forming upper and lowercase letters on various sizes and styles of paper, and other mediums.**
- **Correctly form upper and lowercase letters in first and last name.**

1.1.b Use common, proper, and possessive nouns.

- **Define and identify nouns in text presented in a variety of formats.**
- **Distinguish between common, proper, and possessive nouns.**
- **Apply the use of nouns when speaking and writing.**

1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).

- **Identify the plural form of given nouns.**
- **Identify and define verbs presented in a variety of texts.**
- **Identify the components of a sentence.**
- **Match singular and plural nouns with correct verbs in oral and written language.**

1.1.d Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).

- **Use pronouns presented in a variety of texts.**
- **Distinguish between personal, possessive, and indefinite pronouns.**
- **Use pronouns in oral and written language.**

1.1.e Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).

- **Identify verbs presented in a variety of formats.**
- **Form verbs in past, present, and future tenses.**
- **Apply the correct use of verb tenses in oral and written language.**
- **Analyze writing models for correct use of verbs.**

1.1.f Use frequently occurring adjectives

- **Use adjectives in text.**
- **Classify adjectives into categories such as size, color.**
- **Apply the correct use of adjectives in oral and written language.**

1.1.g Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

- **Use conjunctions in oral and written language.**

1.1.h Use determiners (e.g., articles, demonstratives).

- **Use articles and demonstratives presented in a variety of formats.**
- **Use the correct articles and demonstratives in oral and written language.**

1.1.i Use frequently occurring prepositions (e.g., *during, beyond, toward*).

- **Use correct prepositions in oral and written language.**

1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

- **Distinguish components of a sentence in text presented in a variety of formats.**
- **Distinguish between a sentence and a fragment.**
- **Distinguish between declarative, interrogative, imperative, and exclamatory sentences.**
- **Use parts of speech to expand sentences orally and in writing.**

Benchmarks:

CLUSTER: CONVENTIONS OF STANDARD ENGLISH

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 1.2: 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. Identify and use end punctuation, including periods, question marks, and exclamation points in writing.
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.

Standards for Language Skills: Grade 1

Essential Skills:

1.2.a Capitalize dates and names of people.

- **Distinguish between names and other nouns.**
- **Identify months of the year.**
- **Demonstrate correct capitalization of names and dates when writing.**
- **Analyze writing models for correct capitalization.**

1.2.b Use end punctuation for sentences. Identify and use end punctuation, including periods, question marks, and exclamation points in writing.

- **Identify the components of a sentence.**
- **Identify different types of sentences and their end punctuation.**
- **Use of end punctuation correctly in writing.**
- **Analyze writing models for correct punctuation.**

1.2.c Use commas in dates and to separate single words in a series.

- **Identify purpose of commas in text that contains dates or a series.**
- **Demonstrate the correct use of commas in writing.**

1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

- **Identify common spelling patterns.**
- **Identify the spellings for frequently occurring irregular words.**
- **Practice and apply the correct spelling of words with common spelling patterns and frequently occurring irregular words.**

1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

- **Identify the letter(s) for consonant and vowel sounds.**
- **Use sound-spelling correspondences to approximate the spelling of unknown words in writing.**

Benchmarks:

NOTE: L 3 begins in Grade 2

CLUSTER: VOCABULARY ACQUISITION AND USE

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L 1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, 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., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

Essential Skills:

1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

- **Identify sentence clues that help determine or clarify the meaning of a word or phrase.**
- **Access prior knowledge to help determine or clarify the meaning of a word or phrase.**
- **Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation.**

1.4.b Use frequently occurring affixes as a clue to the meaning of a word.

- **Identify common prefixes and their meanings.**
- **Identify common suffixes and their meanings.**
- **Explain the meaning of words with common prefixes and suffixes.**

1.4.c Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

- **Identify and define root words.**
- **Identify inflectional endings (e.g., s, es, ing) and their effect on word meaning.**
- **Use root words and their inflectional endings correctly when speaking and writing.**

Benchmarks:

CLUSTER: VOCABULARY ACQUISITION AND USE

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L 1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
b. Provide examples of common synonyms and antonyms.
c. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims).
d. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
e. 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.

Essential Skills:

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

- **Identify commonalities and underlining concepts among groups of words.**

1.5.b Provide examples of common synonyms and antonyms.

- **Discuss key attributes of words to identify a category.**
- **Use common attributes to determine the meaning of words.**

1.5.c Define words by category and by one or more key attributes (e.g., a duck is a bird that swims).

- **Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life.**

1.5.d Identify real-life connections between words and their use (e.g., note places at home that are cozy).

- **Discuss and act out a variety of verbs that have similar meanings.**
- **Identify synonyms for verbs and adjectives.**
- **Use context clues to distinguish intensity (nuances) of meaning among synonyms.**

1.5.e 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.
Benchmarks:

CLUSTER: VOCABULARY ACQUISITION AND USE

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L 1.6: 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*).

Essential Skills:

- **Develop rich oral language and strengthen writing through modeling.**
- **Participate in collaborative conversations with diverse partners (peers and adults) about Grade 1 topics and texts in small and larger groups.**
- **Demonstrate the correct use of conjunctions in oral and written language.**

Benchmarks: