### Grade 1 Language Standards: Conventions of Standard English

#### Essential Questions:
1. Why is it important to have command of Standard English conventions?
2. How do I determine the meaning of an unfamiliar word or usage?
3. How do words and their use influence language?
4. How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively?

#### Essential Vocabulary:
- conventions, rules, nouns, singular nouns, personal possessives, future tense, articles, compound sentence, imperative sentence, uppercase, common nouns, plural nouns, indefinite pronouns, adjectives, demonstratives, declarative sentence, exclamatory sentence, lowercase, proper nouns, verbs, past tense, conventions, nouns, singular nouns, personal possessives, future tense, articles, compound sentence, imperative sentence, uppercase, common nouns, punctuation, capitalization, names, commas, dates, conventional spelling, phonetic spelling, period, question mark

#### College and Career Readiness Anchor Standard 1 for Language: 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.

### Grade 1 Enduring Understandings

**Prior Background Knowledge Required:**

Students will...
- print upper- and lowercase letters.
- use frequently occurring nouns and verbs when speaking or writing.
- form regular plural nouns by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*) when speaking.

**Students will know...**

- Vocabulary:
  - conventions/rules
  - nouns
  - singular nouns
  - personal possessives
  - future tense
  - articles
  - compound sentence
  - imperative sentence
  - uppercase
  - common nouns

**Students will understand...**
- the difference between upper and lower case letter formation.
- when to use common, proper, plural, and possessive nouns.
- pronoun usages.
- verb tense.
- adjectives and their uses.
- that conjunctions (e.g., and, or, but, so, because).

**Students will be able to...**
- print all upper and lower case letters.
- use common, proper, plural, and possessive nouns in oral and written language.
- use personal, possessive, and indefinite pronouns.
- use past, present, and future verbs appropriately.
- use adjectives to enhance
- understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- produce and expand complete sentences in shared language activities (e.g. group stories, retells, writing experiences, Show and Tell).

| • plural nouns  
| • indefinite pronouns  
| • adjectives  
| • demonstratives  
| • declarative sentence  
| • exclamatory sentence  
| • lowercase  
| • proper nouns  
| • verbs  
| • past tense  
| • letters  
| • possessive nouns  
| • sentences  
| • present tense  
| • conjunctions  
| • determiners  
| • prepositions  
| • simple sentence  
| • interrogative sentence  
| • expand  
| • prompts |

- prepositions (e.g., during, beyond, toward), and articles (e.g., a, the) are necessary to write or speak grammatically correct.
- how to write a variety of simple and compound sentences in response to prompts to expand their thoughts.
- their speaking and writing.
- use conjunctions, determiners, prepositions, and articles correctly in speaking and writing.
- produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
College and Career Readiness Anchor Standard 2 for Language: 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.
   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.

### Grade 1 Enduring Understandings

<table>
<thead>
<tr>
<th>Prior Background Knowledge Required:</th>
<th>Students will know...</th>
<th>Students will understand...</th>
<th>Students will be able to...</th>
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<tbody>
<tr>
<td>Students will...</td>
<td>Vocabulary:</td>
<td>that punctuation is used to aid the smooth reading of texts.</td>
<td>recognize and use capitalization for dates and proper names of people.</td>
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<tr>
<td>• capitalize the first word in a sentence.</td>
<td>• punctuation</td>
<td>that capitalization helps the reader make meaning of text.</td>
<td>identify and use periods, exclamation points, and question marks in their own writing.</td>
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<tr>
<td>• capitalize the pronoun I.</td>
<td>• capitalization</td>
<td>understand that people’s names and dates are capitalized</td>
<td>demonstrate the correct use of commas in a series of words and dates.</td>
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<tr>
<td>• recognize and name the end punctuation marks (period, question mark, exclamation marks).</td>
<td>• names</td>
<td>• that commas are used to separate single words in a series.</td>
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</tr>
<tr>
<td>• write a letter or letters for most consonant and short-vowel sounds (phonemes).</td>
<td>• commas</td>
<td>• that it is appropriate to use conventional and phonetic spelling when writing.</td>
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<tr>
<td>• spell simple words phonetically, drawing on knowledge of sound-letter relationships.</td>
<td>• dates</td>
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<td></td>
<td>• conventional spelling</td>
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<td></td>
<td>• phonetic spelling</td>
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<td></td>
<td>• period</td>
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<td>• question mark</td>
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See RF.1.3
See RF.1.1
### Essential Questions:
1. Why is it important to have command of Standard English conventions?
2. How do I determine the meaning of an unfamiliar word or usage?
3. How do words and their use influence language?
4. How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively?

### Essential Vocabulary:

**College and Career Readiness Anchor Standard 3 for Language:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.1.3 (Begins in grade two)

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## Essential Questions:
1. Why is it important to have command of Standard English conventions?
2. How do I determine the meaning of an unfamiliar word or usage?
3. How do words and their use influence language?
4. How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively?

## Essential Vocabulary:
- root words
- affix(es)
- prefix(es)
- suffix(es)
- similar
- different
- multiple meaning words
- inflections
- context
- adjective
- attributes
- categories
- verb
- sort
- conjunction
- conversation
- language
- oral
- written
- relationships

## College and Career Readiness Anchor Standard 4 for Language:
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.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use frequently occurring affixes as a clue to the meaning of a word.
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

## Grade 1 Enduring Understandings

### Prior Background Knowledge Required:
Students will...
- recognize when they don’t understand the meaning of a word.
- identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

### Students will know...

**Vocabulary:**
- root words
- affix(es)
- prefix(es)
- suffix(es)
- similar
- different
- multiple meaning words
- inflections
- context

### Students will understand...

- that reading comprehension increases when students are able to determine the most appropriate meaning of a word for a particular context.
- that knowing other words in a sentence and their meanings may help them “figure out” the meaning of an unfamiliar word or phrase in the sentence.
- that words can have prefixes and suffixes that may help them determine a word’s meaning.
- that adding affixes to a word changes the meaning.
- that words have multiple meaning.

### Students will be able to...

- identify and explain the meaning of prefixes and suffixes (affixes).
- identify and define root words.
- identify and use inflectional endings (e.g., s, es, ing) and determine their effect on word meaning.
- identify and demonstrate the difference in meanings by correctly using the words in a sentence or phrase.
- use sentence clues to determine or clarify the meaning of words or phrases.

## College and Career Readiness Anchor Standard 5 for Language:
Demonstrate understanding of figurative language, word relationships, and
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. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. 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.

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<tr>
<td>Students will...</td>
<td><strong>Vocabulary:</strong></td>
<td></td>
<td></td>
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<tr>
<td>• sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts that categories represent.</td>
<td>adjective</td>
<td>that words can be sorted according to meanings and attributes.</td>
<td>identify real-life connections between words and their use.</td>
</tr>
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<td>• demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</td>
<td>attributes</td>
<td>that there are real-life connections between words and their use.</td>
<td>words into categories according to meaning and attributes.</td>
</tr>
<tr>
<td>• identify real-life connections between words and their use (e.g., note places at school that are colorful).</td>
<td>categories</td>
<td>that verbs have varying degrees of intensity.</td>
<td>apply the appropriate verb according to intensity and meaning.</td>
</tr>
<tr>
<td>• distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</td>
<td>verb</td>
<td></td>
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<td></td>
<td>sort</td>
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**College and Career Readiness Anchor Standard 6 for Language:** 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 conversation, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

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<td>Students will…</td>
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<tr>
<td>- use words and phrases acquired through conversations.</td>
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<tr>
<td>- use words and phrases acquired through reading and being read to.</td>
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<td>- use words and phrases acquired through responding to texts.</td>
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<tr>
<td><strong>Students will know…</strong></td>
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<tr>
<td>Vocabulary:</td>
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<tr>
<td>- conjunction</td>
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<td>- conversation</td>
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<td>- written</td>
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<tr>
<td>- relationships</td>
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<tr>
<td><strong>Students will understand…</strong></td>
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<tr>
<td>- that reading and talking about text increases their written and oral language.</td>
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<td><strong>Students will be able to…</strong></td>
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<tr>
<td>- develop rich oral language and strengthen writing through exposure to a variety of texts and conversations with peers and adults.</td>
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<tr>
<td>- demonstrate the correct use of conjunctions in oral and written language.</td>
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</tbody>
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