

E/LA Common Core Standards for Language

Grade 1

Conventions of Standard English – Anchor Standards					
<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 					
Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
<i>Print all upper- and lowercase letters.</i>					
<i>Use common, proper, and possessive nouns.</i>					
<i>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</i>					
<i>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</i>					
<i>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).</i>					
<i>Use frequently occurring adjectives.</i>					
<i>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</i>					
<i>Use determiners (e.g., articles, demonstratives).</i>					
<i>Use frequently occurring prepositions (e.g., during, beyond, toward).</i>					
<i>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</i>					
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
<i>Capitalize dates and names of people.</i>					
<i>Use end punctuation for sentences.</i>					
<i>Use commas in dates and to separate single words in a series.</i>					
<i>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</i>					
<i>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</i>					

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Knowledge of Language – Anchor Standards

3. 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.

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
L.1.3. (Begins in grade 2)					

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Vocabulary Acquisition and Use – Anchor Standards

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.
5. Demonstrate understanding of word relationships and nuances in word meanings.
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.

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.					
<i>Use sentence-level context as a clue to the meaning of a word or phrase.</i>					
<i>Use frequently occurring affixes as a clue to the meaning of a word.</i>					
<i>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</i>					
L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.					
<i>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</i>					
<i>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).</i>					
<i>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</i>					
<i>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.</i>					

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Indicator	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date ReAssessed
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., <i>because</i>).					