**Grade One Language Standards**

**Conventions of Standard English**

**L.1.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**L.1.1a** Print all upper- and lowercase letters.

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

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

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

**L.1.1e** 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).

**L.1.1f** Use frequently occurring adjectives.

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

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

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

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

**L.1.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**L.1.2a** Capitalize dates and names of people.

**L.1.2b** Use end punctuation for sentences.

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

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

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

**Knowledge of Language**

(**L.1.3** begins in grade 2)

**Vocabulary Acquisition and Use**

**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.

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

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

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

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

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

**L.1.5b** 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).

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

**L.1.5d** 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.

**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*).