

GRADE 1**English Language Arts Standards: Language**

Conventions of standard English

Knowledge of language

Vocabulary acquisition and use

STANDARDS	PRINT	ELECTRONIC
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
a) Print all upper- and lowercase letters.	TE; Week 7; Taking Turns, p. 225 TE: Week 11: Zolar and Zina Love to Read, p. 333, 334, 342 TE: Week 14: Fishing with Grandad, p. 69, 76, 85, 86 TE: Week 22: My Dad's Camera, p. 307, 309, 313, 315, 317, 318, 319, 321	Opportunities exist weekly in Kindergarten alphabet formation electronic activities. Opportunities exist in weekly Grade 1 shared writing lessons in Print TE: Week 11: Zolar and Zina Love to Read, p. 334
b) Use common, proper, and possessive nouns.	TE: Week 12: The Lucky Grub, p. 358, 360, 362, 366 TE: Week 15: Brian, My friend, p. 101, 104, 108, 117 TE: Week 23: It's For You, p. 327, 330, 331, 335 TE: Week 30: Secret in the Box, p. 210 TE: Week 35: Are We There Yet?, p. 350	TE: Week 12: Billy and the Basketball, p. 381, 383 TE: Week 18: What Shall We Call the Kitten?, p. 211 TE: Week 24: Ooh! Aah!, p. 367, 371 TE: Week 30: The Secret in the Box, p. 211.
c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	TE; Week 7; Taking Turns, p. 221 TE: Week 10: Baby Animals, p. 315 TE: Week 16: This Is My Head, p. 130, 131, 132, 136, 137 TE: Week 23: It's For You, p. 329, 330, 342	TE: Week 5: Don't Rock the Boat, p. 181 TE: Week 21: Turtle Eggs, p. 299 TE: Week 27: I Like Spinach, p. 125 TE: Week 32: Nothing Ever Happens, p. 265
d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	TE: Week 6: Who is Like Me?, p. 190, 194, 197 TE: Week 17: My Skeleton, p. 156, 158, 164 TE: Week 24: The Roller Coaster Ride, p. 378, 380 TE: Week 26: I Hate My Hair, p. 92 Week 30: Tricked You!, p. 197	TE: Week 6: Who is Like Me?, p. 199 TE: Week 14: I Like Cars, p. 93, 95 TE: Week 26: I Hate My Hair, p. 93 TE: Week 30: Tricked You!, p. 195, 197

<p>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).</p>	<p>TE: Week 8: Sarah Loves to Dance, p. 260, 264 TE: Week 14: I Like Cars, p. 88 TE: Week 23: It's For You, p. 342, 343, 344</p>	<p>TE: Week 2: Puppy Playtime, p. 95 TE: Week 24: The Rollercoaster Ride, p. 385 TE: Week 29: My Dad's a Jogger, p. 159, 163 TE: Week 35: Are We There Yet?, p. 351</p>
<p>f) Use frequently occurring adjectives.</p>	<p>TE: Week 6: Who Is Like Me?, p. 190, 194, 203 TE: Week 15: Brian, My Friend, p. 113 TE: Week 24: The Roller Coaster Ride, p. 378, 379, 384 TE: Week 29: Watch Me! Watch Me!, p. 178 TE: Week 35: Are We There Yet?, p. 350</p>	<p>TE: Week 6: Who Is Like Me?, p. 199 TE: Week 21: Yummy in My Tummy, p. 281, 285 TE: Week 26: My Spider Pet, p. 77 TE: Week 32: Snoopy the Snail, p. 249</p>
<p>g) Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p>	<p>TE: Week 8: The Jumping Competition, p. 240, 244 TE: Week 24: Ooh! Aah!, p. 358, 359, 362, 370 Week 26: My Spider Pet, p. 81, 84 TE: Week 36: Tricking Travis, p. 366</p>	<p>TE: Week 8: The Jumping Competition, p. 249 TE: Week 12: The Lucky Grub, p. 371 TE: Week 24: Ooh! Aah!, p. 371 TE: Week 30: Tricked You, p. 199</p>
<p>h) Use determiners (e.g., articles, demonstratives).</p>	<p>TE: Week 5: Listen to the Egg, p. 162, 167, 171, 172 TE: Week 18: Zolar and the Children, p. 186, 187, 189, 190, 194, 195, 197, 198, 202, 203, 205 TE: Week 23: It's for You, p. 326, 327, 329, 330, 331, 334, 335, 342, 343, 344 TE: Week 24: The Roller Coaster Ride, p. 378, 379, 380, 384</p>	<p>Opportunities exist daily to meet this standard in the electronic texts TE: Week 5: Listen to the Egg, p. 162, 167 TE: Week 18: Zolar and the Children, p. 186, 187, 190, 195, 199 TE: Week 23: It's for You, p. 326, 327, 335, 338 TE: Week 24: The Roller Coaster Ride, p. 378, 379</p>
<p>i) Use frequently occurring prepositions (e.g., during, beyond, toward).</p>	<p>TE: Week 2: Watching the Storm, p. 70, 74, 77 TE: Week 13: Stop That Snoring!, p. 59 (read to/with) TE: Week 20: Little Duck's Walk, p. 260, 262, 264, 266</p>	<p>TE: Week 2: Watching the Storm, p. 77 TE: Week 8: Sarah Loves to Dance, p. 265 TE: Week 20: Little Duck's Walk, p. 265 TE: Week 27: The Sox Fox, p. 109 TE: Week 36: Tricking Travis, p. 367</p>

j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	TE: Week 5: Listen to the Egg, p. 158, 162, 171 TE: Week 15: Brian, My Friend, p. 101, 104, 108, 109 TE: Week 20: Little Duck's Walk, p. 261, 262, 264, 266 TE: Week 31: My Animal Report, p. 220, 223, 224, 229 TE: Week 36: Tricking Travis, p. 366, 369	TE: Week 8: The Jumping Competition, p. 253 TE: Week 14: Fishing with Grandad, p. 81 TE: Week 24: The Rollercoaster Ride, p. 385 TE: Week 29: Watch Me! Watch Me!, p. 179
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
a) Capitalize dates and names of people.	TE: Week 2: Watching the Storm, p. 85 TE: Week 11: Zolar and Zina Love to Read, p. 342, 343 TE: Week 22: My Dad's Camera, p. 309, 310, 315 TE: Week 33: Grumpy Jock's Birthday, p. 298 TE: Week 35: Strawberries for Katinka, p. 334 TE: Week 36: Tricking Travis, p. 366	TE: Week 11: Zolar and Zina Love to Read, p. 342 TE: Week 18: What Shall We Call the Kitten?, p. 211 TE: Week 22: My Dad's Camera, p. 310 TE: Week 30: The Secret in the Box, p. 213
b) Use end punctuation for sentences.	TE: Week 6: Who Is Like Me?, p. 194, 203 TE: Week 14: Fishing With Grandad, p. 76, 86 TE: Week 22: My Dad's Camera, p. 310, 315 TE: Week 31: My Animal Report, p. 224 TE: Week 33: Grumpy Jock's Birthday, p. 298	TE: Week 9: Seven Big Machines, p. 285 TE: Week 12: Billy and the Basketball, p. 385 TE: Week 20: The Bungee Jump, p. 253 TE: Week 35: Strawberries for Katinka, p. 339
c) Use commas in dates and to separate single words in a series.	TE: Week 2: Watching the Storm, p. 85 TE: Week 15: Brian, My Friend, p. 108	TE: Week 20: The Bungee Jump, p. 240, 241, 253 TE: Week 26: My Spider Pet, p. 81 TE: Week 27: The Sox Fox, p. 113 TE: Week 32: Snoopy the Snail, p. 253
d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	TE: Week 12: The Lucky Grub, p. 366, 367, 371 TE: Week 15: Brian, My Friend, p. 101, 107, 108 TE: Week 23: It's For You, p. 330, 331, 335, 336	TE: Week 2: Watching the Storm, p. 75 TE: Week 17: Learnalot, p. 179 TE: Week 24: Ooh! Aah!, p. 363 TE: Week 33: Great Big Spelling Problems, p. 277

	TE: Week 26: My Spider Pet, p. 69 TE: Week 33: Great Big Spelling Problems, p. 281	
e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	TE: Week 7: Taking Turns, p. 231 TE: Week 16: This Is My Head, p. 137, 138 TE: Week 23: The Worst Haircut in the World, p. 350, 352 TE: Week 30: Tricked You!, p. 202 TE: Week 35: Strawberries for Katinka, p. 334	TE: Week 2: Puppy Playtime, p. 91 TE: Week 20: The Bungee Jump, p. 245 TE: Week 30: Tricked You!, p. 191 TE: Week 36: Tricking Travis, p. 363
Knowledge of Language		
3. (Begins in grade 2)		
Vocabulary Acquisition and Use		
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.	TE: Week 7: Taking Turns, p. 234 TE: Week 14: Fishing with Grandad, p. 81 TE: Week 21: Yummy in My Tummy, p. 272	TE: Week 7: Taking Turns, p. 234 TE: Week 14: Fishing with Grandad, p. 81 TE: Week 21: Yummy in My Tummy, p. 272
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).	TE: Week 8: Sarah Loves to Dance, p. 264 TE: Week 15: Prue Looks Like Sue, p. 124 TE: Week 31: My Animal Report, p. 221 TE: Week 36: Tricking Travis, p. 363	TE: Week 2: Puppy Playtime, p. 95 TE: Week 19: Mama and Daddy, p. 225 TE: Week 30: Tricked You, p. 199 TE: Week 29: My Dad's a Jogger, p. 159 TE: Week 35: Strawberries for Katinka, p. 331
5. With guidance and support from adults, demonstrate understanding of figurative language, 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.	TE: Week 6: Who Is Like Me?, p. 192 TE: Week 17: My Skeleton, p. 159	TE: Week 8: Sarah Loves to Dance, p. 263 TE: Week 15: Prue Looks Like Sue, p. 125

	TE: Week 24: Ooh! Aah!, p. 360 TE: Week 26: My Spider Pet, p. 73 TE: Week 32: Nothing Ever Happens, p. 264	TE: Week 17: My Skeleton, p. 159 TE: Week 24: The Roller Coaster Ride, p. 382
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).		TE: Week 4: Bear Cubs, p. 139 TE: Week 22: My Dad's Camera, p. 307 TE: Week 28: My Big Sister's Computer, p. 144 TE: Week 34: My Neighborhood, p. 304
c) Identify real-life connections between words and their use (e.g., note places at home that are cozy).	TE: Week 10: Baby Animals, p. 302, 304 TE: Week 15: Prue Looks Like Sue, p. 120, 121 TE: Week 23: The Worst Haircut in the World, p. 346 TE: Week 31: My Animal Report, p. 216	TE: Week 7: Taking Turns, p. 216, 218, 220 TE: Week 15: Prue Looks Like Sue, p. 120, 121 TE: Week 23: The Worst Haircut in the World, p. 346 TE: Week 34: My Neighborhood, p. 302, 304, 306
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.	TE: Week 27: The Sox Fox, p. 113 TE: Week 27: I Like Spinach, p. 124 TE: Week 30: Tricked You!, p. 199 TE: Week 33: Grumpy Jock's Birthday, p. 293	TE: Week 27 The Sox Fox, p. 113 TE: Week 27: I Like Spinach, p. 124 TE: Week 30: Tricked You!, p. 199 TE: Week 33: Grumpy Jock's Birthday, p. 293
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).	TE: Week 8: The Jumping Competition, p. 240, 244, 256 TE: Week 11: Zolar and Zina Love to Read, p. 342 TE: Week 23: It's for You, p. 326, 327 TE: Week 26: My Spider Pet, p. 81, 84 TE: Week 33: Great Big Spelling Problems, p. 280 TE: Week 36: Tricking Travis, p. 366	TE: Week 8: The Jumping Competition, p. 240, 244 TE: Week 23: It's for You, p. 326, 327 TE: Week 26: My Spider Pet, p. 81 TE: Week 33: Great Big Spelling Problems, p. 280