

**Green Township School District  
Grade 1 Marking Period English Language Arts Benchmarks**

Report Card Indicators			
NJSLS:	MP #1	MP #2	MP #3
<b>Reading Literature</b>			
<b>RL 1.1</b> <b>Ask and answer questions about key details in a text.</b>	<ul style="list-style-type: none"> <li>● Asks questions about key details in a text.</li> <li>● Answers questions about key details in a text</li> </ul>	<ul style="list-style-type: none"> <li>● Asks questions about key details in a text.</li> <li>● Answers questions about key details in a text</li> </ul>	<ul style="list-style-type: none"> <li>● Asks questions about key details in a text.</li> <li>● Answers questions about key details in a text</li> </ul>
<b>RL.1.2.</b> <b>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b>	<ul style="list-style-type: none"> <li>● Identify key details</li> <li>● Retell stories, including key details.</li> </ul>	<ul style="list-style-type: none"> <li>● Retell stories, including key details.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of a story's central message / lesson.</li> </ul>
<b>RL.1.3.</b> <b>Describe characters, settings, and major event(s) in a story, using key details.</b>	<ul style="list-style-type: none"> <li>● Identify key details of a story</li> <li>● Describe characters in a story using key details.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe settings in a story using key details.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe major event(s) in a story using key details.</li> </ul>
<b>RL.1.4.</b> <b>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b>	<ul style="list-style-type: none"> <li>● Identify words in stories that suggest feelings</li> <li>● Identify words in stories that appeal to the senses</li> </ul>	<ul style="list-style-type: none"> <li>● Identify phrases in stories that suggest feelings</li> <li>● Identify phrases in stories that appeal to the senses</li> </ul>	<ul style="list-style-type: none"> <li>● Identify words in stories that suggest feelings</li> <li>● Identify words in stories that appeal to the senses</li> <li>● Identify phrases in stories that suggest feelings</li> <li>● Identify phrases in stories</li> </ul>

			that appeal to the senses
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<b>RL1.5:</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<ul style="list-style-type: none"> <li>Describe books that tell stories</li> </ul>	<ul style="list-style-type: none"> <li>Describe books that give information</li> </ul>	<ul style="list-style-type: none"> <li>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</li> </ul>
<b>RL.1.6.</b> Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> <li>Identify who is telling the story at various points in a text.</li> </ul>		
<b>RL.1.7.</b> Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> <li>Use illustrations and details in a story to describe its characters,</li> <li>Use illustrations and details in a story to describe its setting.</li> <li>Use illustrations and details in a story to describe its events.</li> </ul>		
<b>RL.1.8. (Not applicable to literature)</b>			
<b>RL.1.9.</b> Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> <li>Compare the adventures and experiences of characters in stories.</li> </ul>	<ul style="list-style-type: none"> <li>Contrast the adventures and experiences of characters in stories.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the adventures and experiences of characters in stories.</li> </ul>
<b>RL.1.10.</b> With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	<ul style="list-style-type: none"> <li>With prompting and support, read stories at grade level text complexity.</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support, read stories at grade level text complexity.</li> <li>With prompting and</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support, read stories at grade level text complexity.</li> <li>With prompting and</li> </ul>

		support, read and comprehend stories at grade level text complexity or above.	support, read and comprehend stories at grade level text complexity or above.
<b>Reading Informational Text</b>			
<b>RI.1.1.</b> Ask and answer questions about key details in a text.		<ul style="list-style-type: none"> <li>● Ask questions about key details in a text</li> <li>● Answer questions about key details in a text</li> </ul>	
<b>RI.1.2.</b> Identify the main topic and retell key details of a text.		<ul style="list-style-type: none"> <li>● Identify the main topic of a text.</li> <li>● Retell key details of a text.</li> </ul>	
<b>RI.1.3.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.			<ul style="list-style-type: none"> <li>● Describe the connection between two individuals, in a text.</li> <li>● Describe the connection between two events in a text.</li> <li>● Describe the connection between two ideas in a text.</li> <li>● Describe the connection between two pieces of information in a text.</li> <li>● Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ul>

NJSLS:	MP #1	MP #2	MP #3
<p><b>RI.1.4.</b>  <b>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b></p>		<ul style="list-style-type: none"> <li>● Ask questions to help determine the meaning of words in a text.</li> <li>● Ask questions to help determine the meaning of phrases in a text.</li> <li>● Ask questions to help clarify the meaning of words in a text.</li> <li>● Ask questions to help clarify the meaning of phrases in a text.</li> <li>● Answer questions to help determine the meaning of words in a text.</li> <li>● Answer questions to help determine the meaning of phrases in a text.</li> <li>● Answer questions to help clarify the meaning of words in a text.</li> <li>● Answer questions to help clarify the meaning of phrases in a text.</li> </ul>	
<p><b>RI.1.5.</b>  <b>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</b></p>			<ul style="list-style-type: none"> <li>● Know various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts in a text.</li> <li>● Know various text features</li> </ul>

			<p>(e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate information in a text.</p> <ul style="list-style-type: none"> <li>● Use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts in a text.</li> <li>● Use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate information in a text.</li> </ul>
<p><b>RI.1.6.</b>  <b>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</b></p>		<ul style="list-style-type: none"> <li>● Distinguish between information provided by pictures and information provided by the words in a text.</li> <li>● Distinguish between information provided by other illustrations and information provided by the words in a text.</li> </ul>	
<p><b>RI.1.7.</b>  <b>Use the illustrations and details in a text to describe its key ideas.</b></p>		<ul style="list-style-type: none"> <li>● Use illustrations in a text to describe its key ideas.</li> <li>● Use details in a text to describe its key ideas.</li> </ul>	
<p><b>RI.1.8.</b>  <b>Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</b></p>			<ul style="list-style-type: none"> <li>● Identify the reasons an author gives to support points in a text.</li> <li>● Explain the application of the reasons an author gives to support points in a text with prompting as needed.</li> </ul>

<p><b>RI 1.9:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>			<ul style="list-style-type: none"> <li>● Identify basic similarities between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> <li>● Identify basic differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> </ul>
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<p><b>RI.1.10.</b> With prompting and support, read informational texts at grade level text complexity or above.</p>			<ul style="list-style-type: none"> <li>● With prompting and support, read informational texts at grade level text complexity or above.</li> </ul>
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**Reading Foundational Skills**

**Print Concepts**

<p><b>RF.1.1.</b> Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<ul style="list-style-type: none"> <li>● Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>		
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**Phonological Awareness**

<p><b>RF.1.2</b></p>	<ul style="list-style-type: none"> <li>● Isolate and pronounce</li> </ul>	<ul style="list-style-type: none"> <li>● Distinguish long from short</li> </ul>	
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<p><b>Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</b></p> <p><b>A. Distinguish long from short vowel sounds in spoken single-syllable words.</b></p> <p><b>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</b></p> <p><b>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</b></p> <p><b>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</b></p>	<p>initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <ul style="list-style-type: none"> <li>● Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>	<p>vowel sounds in spoken single-syllable words by blending sounds (phonemes) in spoken single-syllable words.</p> <ul style="list-style-type: none"> <li>● Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> </ul>	
<p><b>Phonics and word recognition</b></p>			

<p><b>RF.1.3</b>  <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>  <b>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</b>  <b>B. Decode regularly spelled one-syllable words.</b>  <b>C. Know final -e and common vowel team conventions for representing long vowel sounds.</b>  <b>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</b>  <b>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</b></p>	<ul style="list-style-type: none"> <li>● Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)</li> <li>● Decode regularly spelled one-syllable words.</li> <li>● Know final -e and common vowel team conventions for representing long vowel sounds</li> <li>● Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>● Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> </ul>		
<p><b>Fluency</b></p>			
<p><b>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</b>  <b>A. Read grade-level text with purpose and understanding.</b>  <b>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</b></p>	<ul style="list-style-type: none"> <li>● Read grade-level text with purpose and understanding.</li> <li>● Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as</li> </ul>		

<b>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>	necessary		
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## Progress Indicators for Writing

### Text Types and Purposes

<p><b>W.1.1:</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>			<ul style="list-style-type: none"> <li>● Introduce the topic</li> <li>● State an opinion</li> <li>● Supply a reason for the opinion</li> <li>● Provide closure</li> </ul>
<p><b>W.1.2:</b> Write informative /explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>		<ul style="list-style-type: none"> <li>● Name a topic</li> <li>● Supply facts about a topic</li> <li>● Provide closure</li> </ul>	
<p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> <li>● Write narratives in which they recount two appropriately sequenced events.</li> <li>● Include some details regarding what happened</li> <li>● use temporal words to signal event order</li> <li>● provide some sense of closure</li> </ul>		

### Production and Distribution of Writing

<p><b>W.1.5.</b>  <b>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</b></p>	<ul style="list-style-type: none"> <li>● With guidance and support from adults, focus on a topic</li> <li>● Respond to questions from peers</li> <li>● Respond to suggestions from peers</li> <li>● Respond to self-reflection</li> <li>● Add details to strengthen writing as needed</li> </ul>	<ul style="list-style-type: none"> <li>● With guidance and support from adults, focus on a topic</li> <li>● Respond to questions from peers</li> <li>● Respond to suggestions from peers</li> <li>● Respond to self-reflection</li> <li>● Add details to strengthen writing as needed</li> </ul>	<ul style="list-style-type: none"> <li>● With guidance and support from adults, focus on a topic</li> <li>● Respond to questions from peers</li> <li>● Respond to suggestions from peers</li> <li>● Respond to self-reflection</li> <li>● Add details to strengthen writing as needed</li> </ul>
<p><b>W.1.6.</b>  <b>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers</b></p>	<ul style="list-style-type: none"> <li>● Use a variety of digital tools to produce writing.</li> <li>● Use a variety of digital tools to publish writing</li> </ul>	<ul style="list-style-type: none"> <li>● Use a variety of digital tools to produce writing, including in collaboration with peers.</li> <li>● Use a variety of digital tools to publish writing, including in collaboration with peers.</li> </ul>	<ul style="list-style-type: none"> <li>● Use a variety of digital tools to produce writing, including in collaboration with peers.</li> <li>● Use a variety of digital tools to publish writing, including in collaboration with peers.</li> </ul>
<p><b>Research to Build and Present Knowledge</b></p>			
<p><b>W.1.7.</b>  <b>Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</b></p>		<ul style="list-style-type: none"> <li>● Participate in shared research and writing projects</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in shared research and writing projects</li> </ul>
<p><b>W.1.8.</b>  <b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b></p>	<ul style="list-style-type: none"> <li>● Recall information from experiences to answer a question</li> </ul>	<ul style="list-style-type: none"> <li>● Gather information from provided sources to answer a question</li> </ul>	<ul style="list-style-type: none"> <li>● Gather information from provided sources to answer a question</li> </ul>
<p><b>W.1.9.</b>  <b>(Begins in grade 4)</b></p>			

<b>W.1.10.</b> <b>(Begins in grade 3)</b>			
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<b>Progress Indicators for Speaking and Listening</b>			
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<p><b>SL.1.1.</b>  <b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>  <b>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</b>  <b>B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</b>  <b>C. Ask questions to clear up any confusion about the topics and texts under discussion.</b></p>	<ul style="list-style-type: none"> <li>● Participate in collaborative conversations with diverse partners about grade 1 topics with peers in small groups</li> <li>● Participate in collaborative conversations with diverse partners about grade 1 texts. with peers in larger groups.</li> <li>● Participate in collaborative conversations with diverse partners about grade 1 topics with adults in small groups</li> <li>● Participate in collaborative conversations with diverse partners about grade 1 texts. with adults in larger groups.</li> <li>● Follow discussion norms</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in collaborative conversations with diverse partners about grade 1 topics with peers in small groups</li> <li>● Participate in collaborative conversations with diverse partners about grade 1 texts. with peers in larger groups.</li> <li>● Participate in collaborative conversations with diverse partners about grade 1 topics with adults in small groups</li> <li>● Participate in collaborative conversations with diverse partners about grade 1 texts. with adults in larger groups.</li> <li>● Follow discussion norms</li> <li>● Build on others’ talk by responding to comments of others</li> <li>● Ask questions to clear up confusion</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in collaborative conversations with diverse partners about grade 1 topics with peers in small groups</li> <li>● Participate in collaborative conversations with diverse partners about grade 1 texts. with peers in larger groups.</li> <li>● Participate in collaborative conversations with diverse partners about grade 1 topics with adults in small groups</li> <li>● Participate in collaborative conversations with diverse partners about grade 1 texts. with adults in larger groups.</li> <li>● Follow discussion norms</li> <li>● Build on others’ talk by responding to comments of others</li> <li>● Ask questions to clear up confusion</li> </ul>
<p><b>SL.1.2.</b>  <b>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</b></p>	<ul style="list-style-type: none"> <li>● Orally ask questions about key details in a text read aloud</li> <li>● Orally answer questions about key details in a text</li> </ul>	<ul style="list-style-type: none"> <li>● Orally ask questions about key details in a text read aloud</li> <li>● Orally answer questions about key details in a text</li> </ul>	<ul style="list-style-type: none"> <li>● Orally ask questions about key details in a text read aloud</li> <li>● Orally answer questions about key details in a text</li> </ul>

	<p>read aloud</p> <ul style="list-style-type: none"> <li>● Ask questions about information presented orally</li> <li>● Answer questions about information presented orally</li> <li>● Orally ask questions about information presented through other media</li> <li>● Orally answer questions about information presented through other media</li> </ul>	<p>read aloud</p> <ul style="list-style-type: none"> <li>● Ask questions about information presented orally</li> <li>● Answer questions about information presented orally</li> <li>● Orally ask questions about information presented through other media</li> <li>● Orally answer questions about information presented through other media</li> </ul>	<p>read aloud</p> <ul style="list-style-type: none"> <li>● Ask questions about information presented orally</li> <li>● Answer questions about information presented orally</li> <li>● Orally ask questions about information presented through other media</li> <li>● Orally answer questions about information presented through other media</li> </ul>
<p><b>SL.1.3.</b>  <b>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b></p>	<ul style="list-style-type: none"> <li>● Ask questions about what a speaker says to gather additional information</li> <li>● Ask questions about what a speaker says to clarify something not understood</li> <li>● Answer questions about what a speaker says to gather additional information</li> <li>● Answer questions about what a speaker says to clarify something not understood</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions about what a speaker says to gather additional information</li> <li>● Ask questions about what a speaker says to clarify something not understood</li> <li>● Answer questions about what a speaker says to gather additional information</li> <li>● Answer questions about what a speaker says to clarify something not understood</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions about what a speaker says to gather additional information</li> <li>● Ask questions about what a speaker says to clarify something not understood</li> <li>● Answer questions about what a speaker says to gather additional information</li> <li>● Answer questions about what a speaker says to clarify something not understood</li> </ul>
<p><b>Presentation of Knowledge and Ideas</b></p>			
<p><b>SL.1.4.</b>  <b>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</b></p>	<ul style="list-style-type: none"> <li>● Describe people, places, things, events with relevant details</li> <li>● Describe people, places, things, events with relevant details, expressing ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Describe people, places, things, events with relevant details</li> <li>● Describe people, places, things, events with relevant details, expressing ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Describe people, places, things, events with relevant details</li> <li>● Describe people, places, things, events with relevant details, expressing ideas</li> </ul>

	<p>clearly</p> <ul style="list-style-type: none"> <li>● Describe people, places, things, events with relevant details, expressing feelings clearly</li> </ul>	<p>clearly</p> <ul style="list-style-type: none"> <li>● Describe people, places, things, events with relevant details, expressing feelings clearly</li> </ul>	<p>clearly</p> <ul style="list-style-type: none"> <li>● Describe people, places, things, events with relevant details, expressing feelings clearly</li> </ul>
<p><b>SL.1.5.</b> <b>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</b></p>	<ul style="list-style-type: none"> <li>● Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>● Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>● Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> </ul>
<p><b>SL.1.6.</b> <b>Produce complete sentences when appropriate to task and situation.</b></p>	<ul style="list-style-type: none"> <li>● Orally produce complete sentences when appropriate to task and situation.</li> </ul>	<ul style="list-style-type: none"> <li>● Orally produce complete sentences when appropriate to task and situation.</li> </ul>	<ul style="list-style-type: none"> <li>● Orally produce complete sentences when appropriate to task and situation.</li> </ul>

**Progress Indicators for Language**

**Conventions of Standard English**

<p><b>L.1.1.</b> <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>A. Print all upper- and lowercase letters.</b></p> <p><b>B. Use common, proper, and possessive nouns.</b></p> <p><b>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</b></p> <p><b>D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone,</b></p>	<ul style="list-style-type: none"> <li>● Print all uppercase letters</li> <li>● Print all lowercase letters</li> <li>● Use common nouns</li> <li>● Use proper nouns</li> <li>● Use possessive nouns</li> <li>● Use singular nouns with matching verbs in basic sentences</li> <li>● Use personal pronouns</li> <li>● Use possessive pronouns</li> <li>● Use indefinite pronouns</li> <li>● Use verbs to convey a sense of past</li> <li>● Use verbs to convey a sense of present</li> <li>● Use verbs to convey a sense of future</li> </ul>	<ul style="list-style-type: none"> <li>● Print all uppercase letters</li> <li>● Print all lowercase letters</li> <li>● Use common nouns</li> <li>● Use proper nouns</li> <li>● Use possessive nouns</li> <li>● Use singular nouns with matching verbs in basic sentences</li> <li>● Use personal pronouns</li> <li>● Use possessive pronouns</li> <li>● Use indefinite pronouns</li> <li>● Use verbs to convey a sense of past</li> <li>● Use verbs to convey a sense of present</li> <li>● Use verbs to convey a sense of future</li> </ul>	<ul style="list-style-type: none"> <li>● Print all uppercase letters</li> <li>● Print all lowercase letters</li> <li>● Use common nouns</li> <li>● Use proper nouns</li> <li>● Use possessive nouns</li> <li>● Use singular nouns with matching verbs in basic sentences</li> <li>● Use personal pronouns</li> <li>● Use possessive pronouns</li> <li>● Use indefinite pronouns</li> <li>● Use verbs to convey a sense of past</li> <li>● Use verbs to convey a sense of present</li> <li>● Use verbs to convey a sense of future</li> </ul>
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<p>everything).</p> <p><b>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).</b></p> <p><b>F. Use frequently occurring adjectives.</b></p> <p><b>G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</b></p> <p><b>H. Use determiners (e.g., articles, demonstratives).</b></p> <p><b>I. Use frequently occurring prepositions (e.g., during, beyond, toward).</b></p> <p><b>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</b></p>	<ul style="list-style-type: none"> <li>● Use frequently occurring adjectives</li> <li>● Use frequently occurring conjunctions</li> <li>● Use determiners</li> <li>● Use frequently occurring conjunctions</li> <li>● Produce complete simple declarative sentences in response to prompts.</li> <li>● Produce complete simple interrogative sentences in response to prompts.</li> <li>● Produce complete simple imperative sentences in response to prompts.</li> <li>● Produce complete simple exclamatory sentences in response to prompts.</li> <li>● Produce complete compound declarative sentences in response to prompts.</li> <li>● Produce complete compound interrogative sentences in response to prompts.</li> <li>● Produce complete compound imperative sentences in response to prompts.</li> <li>● Produce complete compound exclamatory sentences in response to prompts.</li> </ul>	<ul style="list-style-type: none"> <li>● Use frequently occurring adjectives</li> <li>● Use frequently occurring conjunctions</li> <li>● Use determiners</li> <li>● Use frequently occurring conjunctions</li> <li>● Produce complete simple declarative sentences in response to prompts.</li> <li>● Produce complete simple interrogative sentences in response to prompts.</li> <li>● Produce complete simple imperative sentences in response to prompts.</li> <li>● Produce complete simple exclamatory sentences in response to prompt</li> <li>● Produce complete compound declarative sentences in response to prompts.</li> <li>● Produce complete compound interrogative sentences in response to prompts.</li> <li>● Produce complete compound imperative sentences in response to prompts.</li> <li>● Produce complete compound exclamatory sentences in response to prompts.</li> </ul>	<ul style="list-style-type: none"> <li>● Use frequently occurring adjectives</li> <li>● Use frequently occurring conjunctions</li> <li>● Use determiners</li> <li>● Use frequently occurring conjunctions</li> <li>● Expand complete simple declarative sentences in response to prompts.</li> <li>● Expand complete simple interrogative sentences in response to prompts.</li> <li>● Expand complete simple imperative sentences in response to prompts.</li> <li>● Expand complete simple exclamatory sentences in response to prompt</li> <li>● Expand complete compound declarative sentences in response to prompts.</li> <li>● Expand complete compound interrogative sentences in response to prompts.</li> <li>● Expand complete compound imperative sentences in response to prompts.</li> <li>● Expand complete compound exclamatory sentences in response to prompt</li> </ul>
<p><b>L.1.2.</b> <b>Demonstrate command of the</b></p>	<ul style="list-style-type: none"> <li>● Capitalize dates</li> <li>● Capitalize names of people</li> </ul>	<ul style="list-style-type: none"> <li>● Capitalize dates</li> <li>● Capitalize names of people</li> </ul>	<ul style="list-style-type: none"> <li>● Capitalize dates</li> <li>● Capitalize names of people</li> </ul>

<p><b>conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>A. Capitalize dates and names of people.</b></p> <p><b>B. Use end punctuation for sentences.</b></p> <p><b>C. Use commas in dates and to separate single words in a series.</b></p> <p><b>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b></p> <p><b>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</b></p>	<ul style="list-style-type: none"> <li>● Use end punctuation for sentences</li> <li>● Use commas in dates</li> <li>● Use commas to separate single words in a series</li> <li>● Use conventional spelling for words with common spelling patterns</li> <li>● Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	<ul style="list-style-type: none"> <li>● Use end punctuation for sentences</li> <li>● Use commas in dates</li> <li>● Use commas to separate single words in a series</li> <li>● Use conventional spelling for words with common spelling patterns</li> <li>● Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	<ul style="list-style-type: none"> <li>● Use end punctuation for sentences</li> <li>● Use commas in dates</li> <li>● Use commas to separate single words in a series</li> <li>● Use conventional spelling for words with common spelling patterns</li> <li>● Use conventional spelling for frequently occurring irregular words.</li> <li>● Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>
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**L.1.3: Knowledge of language (begins in grade 2)**

**Vocabulary Acquisition and Use**

<p><b>L.1.4:</b> <b>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.</b></p> <p><b>A. Use sentence-level context as a clue to the meaning of a word or phrase.</b></p> <p><b>B. Use frequently occurring</b></p>	<ul style="list-style-type: none"> <li>● Determine the meaning of unknown words based on grade 1 reading and content, choosing from an array of strategies.</li> <li>● Clarify the meaning of unknown words based on grade 1 reading and content, choosing from an array of strategies.</li> <li>● Determine the meaning of multiple meaning words based on grade 1 reading</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the meaning of unknown words based on grade 1 reading and content, choosing from an array of strategies.</li> <li>● Clarify the meaning of unknown words based on grade 1 reading and content, choosing from an array of strategies.</li> <li>● Determine the meaning of multiple meaning words based on grade 1 reading</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the meaning of unknown words based on grade 1 reading and content, choosing from an array of strategies.</li> <li>● Clarify the meaning of unknown words based on grade 1 reading and content, choosing from an array of strategies.</li> <li>● Determine the meaning of multiple meaning words based on grade 1 reading</li> </ul>
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<p><b>affixes and inflection as a clue to the meaning of a word</b></p> <p><b>C. Identify frequently occurring root words and their inflectional forms</b></p>	<p>and content, choosing from an array of strategies.</p> <ul style="list-style-type: none"> <li>● Clarify the meaning of multiple meaning words based on grade 1 reading and content, choosing from an array of strategies.</li> <li>● Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>● Use frequently occurring affixes and inflection as a clue to the meaning of a word</li> <li>● Identify frequently occurring root words and their inflectional forms</li> </ul>	<p>and content, choosing from an array of strategies.</p> <ul style="list-style-type: none"> <li>● Clarify the meaning of multiple meaning words based on grade 1 reading and content, choosing from an array of strategies.</li> <li>● Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>● Use frequently occurring affixes and inflection as a clue to the meaning of a word</li> <li>● Identify frequently occurring root words and their inflectional forms</li> </ul>	<p>and content, choosing from an array of strategies.</p> <ul style="list-style-type: none"> <li>● Clarify the meaning of multiple meaning words based on grade 1 reading and content, choosing from an array of strategies.</li> <li>● Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>● Use frequently occurring affixes and inflection as a clue to the meaning of a word</li> <li>● Identify frequently occurring root words and their inflectional forms</li> </ul>
<p><b>L.1. 5:</b></p> <p><b>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b></p> <p><b>A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</b></p> <p><b>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).</b></p> <p><b>C. Identify real-life connections between words and their use (e.g., note places at home that</b></p>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of figurative language,</li> <li>● Demonstrate understanding of word relationships</li> <li>● Demonstrate understanding of nuances in word meanings.</li> <li>● Sort words into categories to gain a sense of the concepts the categories represent.</li> <li>● Define words by category and by one or more key attributes</li> <li>● Identify real-life connections between words and their use</li> <li>● Distinguish shades of meaning among verbs differing in manner and</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of figurative language,</li> <li>● Demonstrate understanding of word relationships</li> <li>● Demonstrate understanding of nuances in word meanings.</li> <li>● Sort words into categories to gain a sense of the concepts the categories represent.</li> <li>● Define words by category and by one or more key attributes</li> <li>● Identify real-life connections between words and their use</li> <li>● Distinguish shades of meaning among verbs differing in manner and</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of figurative language,</li> <li>● Demonstrate understanding of word relationships</li> <li>● Demonstrate understanding of nuances in word meanings.</li> <li>● Sort words into categories to gain a sense of the concepts the categories represent.</li> <li>● Define words by category and by one or more key attributes</li> <li>● Identify real-life connections between words and their use</li> <li>● Distinguish shades of meaning among verbs differing in manner and</li> </ul>

<p>are cozy).</p> <p><b>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.</b></p>	<p>adjectives differing in intensity by defining or choosing them or by acting out the meanings.</p> <ul style="list-style-type: none"> <li>● Distinguish shades of meaning among adjectives differing in intensity by defining or choosing them or by acting out the meanings</li> </ul>	<p>adjectives differing in intensity by defining or choosing them or by acting out the meanings.</p> <ul style="list-style-type: none"> <li>● Distinguish shades of meaning among adjectives differing in intensity by defining or choosing them or by acting out the meanings</li> </ul>	<p>adjectives differing in intensity by defining or choosing them or by acting out the meanings.</p> <ul style="list-style-type: none"> <li>● Distinguish shades of meaning among adjectives differing in intensity by defining or choosing them or by acting out the meanings</li> </ul>
<p><b>L.1.6:</b>  <b>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).</b></p>	<ul style="list-style-type: none"> <li>● Use words acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</li> <li>● Use 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).</li> </ul>	<ul style="list-style-type: none"> <li>● Use words acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</li> <li>● Use 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).</li> </ul>	<ul style="list-style-type: none"> <li>● Use words acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</li> <li>● Use 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).</li> </ul>