

A Look at...

First Grade in California Public Schools

Including information about the new
Common Core State Standards



STANDARDS, CURRICULUM FRAMEWORKS AND INSTRUCTIONAL RESOURCES DIVISION
CURRICULUM, LEARNING AND ACCOUNTABILITY BRANCH
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First Grade Curriculum



What will my child learn in first grade?

I've been teaching fifth grade, and this year I've been reassigned to first grade. What does the first grade curriculum look like?

I'm the principal of a small private elementary school, and I want to be sure my students are meeting the state's standards. How can I find out what students are expected to learn at each grade?

The state just adopted Common Core State Standards for English language arts and mathematics. How will the new standards enhance curriculum in first grade?

This chapter is organized by sections for each subject describing what students should know and be able to do by the end of first grade. Each section includes a brief overview of what the student should have learned before entering first grade, followed by a narrative description of the first grade standards. Each subject concludes with a list of the first grade standards for that content area, including the new Common Core State Standards (CCSS) with California additions for English language arts and mathematics.

If you are interested in a more in-depth discussion of each subject, please review the state-adopted curriculum frameworks for kindergarten through grade twelve. These documents are on the CDE Curriculum and Instruction Web page at <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>.



Overview

For students to become lifelong readers and writers, it is critical that they learn early reading and language skills through a strong, integrated instructional process. Becoming a fluent and skillful reader requires extensive engagement with the English language, including understanding the sounds and symbols that make up language, hearing and talking about stories and events, and connecting words with ideas to express in writing and speaking.

The implementation of standards-based instruction is a critical element in developing students' proficiency. California recently adopted new standards in English language arts, the CCSS with California additions. The four strands of the CCSS reflect an integrated approach to English language arts: reading, writing, speaking and listening, and language. These new standards will be implemented gradually over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted.

There are many similarities between the CCSS and the 1997 California English language arts standards, but there are also some notable differences. For instance, in the CCSS, the standards in kindergarten through grade five are divided into strands: Reading, Writing, Speaking and Listening, and Language. In the 1997 California English language arts standards, the standards are organized around domains: Reading, Writing, Listening and Speaking, and Language Conventions. The CCSS often extend or enhance the content of the 1997 California English language arts standards. For example, the CCSS call for more reading of informational text, adding depth and research to writing, and developing content vocabulary and academic language to improve comprehension in all content areas.

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This section provides an overview of the new CCSS for first grade English language arts. It includes a review of the important English language arts skills and concepts from kindergarten (prerequisite skills) and guidance to ensure success for English learners. A complete listing of the grade one CCSS for English language arts can be found at the end of this section. A complete listing of the grade one 1997 California English language arts standards is located on the CDE Web page at <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

What First Grade Students Should Know

A primary focus of kindergarten language arts instruction was making sense of the alphabet and its role in reading. Students produced the most frequent sounds for each consonant and isolated and pronounced the initial, medial vowel, and final sounds in consonant-vowel-consonant words. They blended two or three phonemes into recognizable words, read high-frequency words by sight, and read emergent-reader texts with purpose and understanding.

Students utilized a variety of reading comprehension strategies, including the use of pictures and context to make predictions, retelling stories, answering and asking questions, and describing connections between events, ideas, and pieces of information in a text. They compared and contrasted similar stories and texts, identified key details in both narrative and informational texts, and engaged in group reading activities.

Students printed letters and words, phonetically spelled the beginning of words, and used frequently occurring verbs and nouns, including regular plural nouns. They composed opinion pieces, informative/explanatory texts, and narratives using a combination of drawing, dictating, and writing. Students also engaged in collaborative conversations with peers and adults about kindergarten topics and learned how to follow rules, such as listening to others and taking turns speaking about topics.

What Students Learn in First Grade

First grade students extend their knowledge of language arts in significant and exciting ways, learning skills that enable them to read and write more independently. By the end of first grade, students should read proficiently at their grade level and have the ability to decode and recognize increasingly complex words accurately and automatically. Students increase their academic and content-specific vocabulary by reading a variety of literature and informational text. Students further develop their communication skills as they engage with peers and adults in collaborative conversations that provide additional opportunities to express their ideas and experiences. As first grade students learn to write for different purposes, they apply their growing knowledge of language structures and conventions.

In order to master the first grade English language arts content, students need to practice decoding skills. To develop comprehension skills, students need exposure to a variety of high-quality literature and informational texts.

Reading

The following section is organized according to the three major components of the reading standards: reading standards for literature, reading standards for informational text, and standards for foundational skills.

Reading Standards for Literature

In grade one, a number of the CCSS for reading literature emphasize teacher/student verbal interaction in order to develop the student's comprehension of literature. Students use key details when talking or writing about a story or book, and emphasize their use to describe characters, settings, and major events. The 1997 California English language arts standards for literary response and analysis focus on the student's ability to identify and describe a story's beginning, middle, and end as well as the plot, setting, and characters. The new CCSS continue this development of structural awareness but go further by asking students to demonstrate an understanding of a central message or lesson. Students also learn to differentiate between text types and identify elements which provide information and those which appeal to the senses and suggest feelings. The CCSS also set the new expectation that students will be able to compare and contrast the adventures and experiences of story characters. This early introduction to literary analysis provides a strong foundation in critical thinking that students will develop throughout their academic careers.

Reading Standards for Informational Text

Beginning in kindergarten, the CCSS balance the reading of informational text with the reading of literature. First grade students learn to read appropriately complex informational text—and to read it independently and proficiently. As students participate in English language arts activities related to informational text, they make connections to other content areas. Content standards in mathematics, history–social science, and science are reinforced as students read informational text that develops concepts and academic vocabulary in those content areas.

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Both the CCSS and the 1997 California English language arts standards provide students with opportunities to learn key comprehension strategies through teacher modeling and extensive guided practice. For example, students relate prior knowledge to textual information, confirm predictions by indentifying supporting text, use context to resolve ambiguities about the meaning of words and sentences, and identify text that uses sequence or other logical order.

However, the CCSS go further by setting the expectation that students know and use various text structures and features (table of contents, glossaries, electronic menus, and icons) to locate key facts or information in a text. Students also learn to identify the main topic and retell key details of a text; to compare and contrast two texts on the same topic; and to describe the connection between two individuals, events, ideas, or pieces of information in a text.

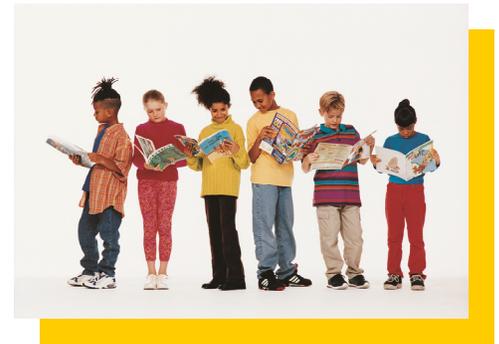
Foundational Skills

The CCSS and the 1997 California English language arts standards are similar in that they both foster student understanding and working knowledge of concepts of print, the alphabetic principle, and other foundational skills and concepts for reading. In both sets of standards, students develop phonological awareness, basic decoding, and word recognition skills. Concepts of print are augmented in the CCSS to include organization and basic features of text. Students should read grade level text with accuracy, at an appropriate rate, and with expression that resembles natural speech. This fluency provides a bridge to reading comprehension.

First grade students recognize the explicit relationship between the words they hear and the phonemic structure of language. Students not only become phonemically aware but also phonemically proficient in identifying, producing, and manipulating sounds. Students should be provided with systematic and extensive instruction and practice in: analyzing words at the phoneme level, producing sounds and adding, deleting, and changing selected sounds, and manipulating increasingly longer words (three to four phonemes).

Students learn decoding skills by systematically progressing from simple word types (e.g., consonant-vowel-consonant), word lengths (e.g., number of phonemes), and word complexity (e.g., phonemes in the word, position of blends, stop sounds) to more complex words. At each fundamental stage (e.g., letter-sound correspondences, blending, reading whole words), students practice skills that have been modeled for them. Initially, students read controlled decodable text, which serves as an intermediary step until they are able to read grade level literature and informational text.

The CCSS extend the 1997 California English language arts standards by calling for students to use the knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Students decode two-syllable words by breaking the words into syllables. Students also apply phonics and word analysis skills to decode words both in isolation and in grade-level text.



Writing

The CCSS for first-grade writing, like the 1997 California standards, combine the important skills of writing with a focus, forming and documenting ideas, responding to fiction and non-fiction works, and recognizing the role that organization and text structure play in different writing applications. Students begin to understand that writing is a process and learn to apply it appropriately to write brief narratives and descriptions of objects, persons, places, or events. Student writing activities use good models as examples and encourage talking and writing about books and events.

Students begin to understand that writing is a process...

The CCSS go beyond the 1997 California English language arts standards to include additional sophisticated skills and instructional practices in writing. Students write

informative/explanatory texts and opinion pieces in addition to narrative writing pieces. To meet grade-level expectations for opinion pieces, such as responses to literature, students provide supporting reasons and facts and a sense of closure. Students write narratives that recount two or more sequenced events and use words to signal event order. They work collaboratively with peers and participate in shared research and writing projects, which include the use of a variety of digital tools to edit and publish their work.

Speaking and Listening

In first grade, the CCSS for speaking and listening focus on the skills students need to participate in collaborative conversations with peers and adults about grade-level topics and texts. These topic- and text-based conversations are important additions to students' speaking and listening skills. Collaborative conversations provide students with opportunities to use new vocabulary and academic language.

The basic skills for conversations that students learn under the 1997 California English language arts standards are to listen attentively, ask questions for clarification and understanding, and stay on topic when speaking. The CCSS further develop these basic skills as students engage in collaborative conversations with diverse partners, building on others' comments through multiple exchanges on a topic or text.

Students learn to ask and answer questions for different purposes, such as gathering additional information or for clarification, and in different situations, such as when a text is read aloud or when information is provided by a speaker or presented through other media. Students continue to memorize and recite poems, rhymes, and songs with expression and to give, restate, and follow simple two-step directions.

In both the 1997 California English language arts standards and the CCSS, students describe people, places, things, and events. The CCSS introduce students to the use of drawings and other visual displays as additions to their descriptions and to clarify their ideas, thoughts, and feelings.



Language

Students in grade one are introduced to the basic elements of English grammar and usage for spoken and written language. Speaking and writing in complete sentences are a focus under 1997 California English language arts standards, and specific attention is given to singular and plural subjects and verbs. The use of complete sentences to communicate, emphasized in the 1997 California English language arts standards, continues in the CCSS for both writing and speaking. The CCSS maintain students' focus on subject-verb agreement while extending instruction on the use of pronouns to include proper, personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone; everything).

In addition to learning the four end punctuations, under CCSS students are expected to name and recognize the four sentence types: declarative, interrogative, exclamatory, and imperative. Instruction in language conventions such as capitalization continues, with the addition of capitalization rules for dates and names. In writing, students learn to use high frequency words, and also learn to recognize common spelling patterns and frequently used irregular words. Specific grammar elements and language conventions taught in first grade help form a base for future grades to build knowledge of both spoken and written formal English.

To encourage the use of academic language, the 1997 California English language arts standards call for students to be familiar with categories of words and concepts. The CCSS call for sophisticated vocabulary instruction to help students gain facility with an array of strategies and learn about word relationships and nuances in word meanings. Rather than learning vocabulary words that may not be related to grade-level texts and topics, students learn techniques to help them gain meaning of unknown words in their reading. Students'

vocabularies expand through increased exposure to academic language and the use of high-frequency grade-appropriate words in speaking and listening and writing.

Students gain independence in making meaning of unknown words by using scaffolding strategies introduced in the CCSS. Some of these concepts appear in second and third grade in the 1997 California English language arts standards. Other vocabulary skills and concepts that students learn under the CCSS include simple roots and affixes, using context clues at the sentence level, defining words by category or key attributes, describing real-life connections between words and their use, attention to verbs and adjectives, and the use of high frequency conjunctions (e.g., because, since) to flag simple relationships. In addition, students accrue a broader vocabulary by responding to text they have read or heard read aloud.

Extra Support for Struggling Readers

Reading is the key for success in all content areas. First grade students who do not achieve success in phonological awareness, phonics, and word recognitions skills can experience academic difficulties. Early screening can identify specific areas of instructional needs that can be addressed in a timely manner. To ensure their success, struggling readers (any student experiencing difficulty learning to read which may include students who use non-standard English, English learners, and students with disabilities) need additional support to participate in daily lessons with their peers.

Student support should:

- Include flexible grouping for differentiated instruction.
- Provide opportunities to pre-teach key skills, strategies, and concepts.
- Add instructional support in phonological awareness for those experiencing difficulties.
- Add explicit direct instruction in language development to address grammatical structures of oral and written Standard English.
- Provide opportunities in vocabulary instruction within context, including academic language.
- Provide opportunities to build background knowledge.
- Reinforce and extend the regular classroom program.

Support for English Learners

Instruction in English is a critical component of the program for English learners and proceeds simultaneously with direct, explicit, and systematic instruction in reading and writing. Instructional programs for English learners should be planned according to the students' assessed level of literacy (reading and writing) in English and their primary language as well as their proficiency in English (listening, speaking, reading, and writing) in English. Students with strong literacy skills in their primary language are at an advantage in that they can concentrate on acquiring and learning English rather than on receiving initial instruction in reading and writing. Students who enter first grade with little prior schooling and limited English must learn to read and

write while concurrently learning English. Students begin language arts instruction in English with literacy instruction augmented by concurrent formal linguistic instruction in English (ELD).

Students' knowledge of letter-sound correspondences and phonological awareness of the sounds should be included in the lesson before teaching English learners to blend sounds. Additional phonological and letter-sound instruction is provided as needed. Modeling and practice can be provided by the teacher or native English-speaking peers.

Based on assessment, a manageable, systematic, guided instruction of new letter sounds into blending or of new word types should be provided to English learners so they will be able to catch up with their classmates and accomplish lesson objectives.

Student support and suggested procedures to follow should:

- Ensure that students have had previous instruction or experiences (or both) with the words included in the instruction and that they understand their meaning.
- Assess what knowledge is assumed before each unit of instruction, and provide any pre-teaching of key concepts.
- Have English learners draw on literary skills in their first language to use in English and have students build on the knowledge of reading skills acquired in their first language in English letter-sound correspondences.
- Include explicit models of the letter-sound correspondences that students are expected to know and conduct correction in a way that encourages students to keep trying and help them see the progress they are making.
- Provide students with scaffolds to learn grammar skills and meet writing expectations.

Specially designed academic instruction in English (SDAIE) strategies can provide valuable instructional strategies to meet the needs of English learners. For additional resources to support the teaching of English learners, please visit the CDE Specialized Programs Web page at <http://www.cde.ca.gov/sp/el/>. The CDE recently published an excellent resource, *Improving Education for English Learners: Research-Based Approaches*, that provides the most comprehensive, up-to-date strategies to serve English learners. Guidelines for teaching ELD and SDAIE strategies are provided, as well as recommended instructional practices. The publication is available at the CDE Press Web page at <http://www.cde.ca.gov/re/pn/rc/>.

English learners need additional time and appropriate instructional support. In the transition to the CCSS, ELD instruction will need to take into account that expectations for students, including English learners, have been enhanced. The following chart illustrates the enhancements in the CCSS in English language arts that may affect ELD instruction. This chart provides teachers with initial guidance in planning effective ELD instruction.

**Transition to Common Core State Standards
Planning ELD Instruction – First Grade**

<p>Reading Standards for Literature</p>	<p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.)</p> <p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>6. Identify who is telling the story at various points in a text.</p>
<p>Reading Standards for Informational Text</p>	<p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>7. Use the illustrations and details in a text to describe its key ideas.</p> <p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
<p>Writing Standards</p>	<p>1. 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>
<p>Speaking and Listening Standards</p>	<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<p>Language Standards</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p>

The Standards

The CCSS that follow are the pre-publication version of the standards prepared by the Sacramento County Office of Education (SCOE), updated on October 21, 2010. Content that is unique to the CCSS and was added by California to the multi-state common core standards is in bold typeface. The SCOE document is available online at http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf (Outside Source). These grade one CCSS for English Language Arts were adopted by the California State Board of Education on August 2, 2010.

A complete listing of the first grade 1997 California English language arts standards is located on CDE Web page <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

Common Core State Standards English Language Arts – Grade One	
Reading Standards for Literature	
Key Ideas and Details	
1.	Ask and answer questions about key details in a text.
2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3.	Describe characters, settings, and major events in a story, using key details.
Craft and Structure	
4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.)
5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6.	Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas	
7.	Use illustrations and details in a story to describe its characters, setting, or events.
8.	(Not applicable to literature)
9.	Compare and contrast the adventures and experiences of characters in stories.
Range of Reading and Level of Text Complexity	
10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. a. Activate prior knowledge related to the information and events in a text.

	b. Confirm predictions about what will happen next in a text.
Reading Standards for Informational Text	
Key Ideas and Details	
1.	Ask and answer questions about key details in a text.
2.	Identify the main topic and retell key details of a text.
3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 for additional expectations.)
5.	Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	
7.	Use the illustrations and details in a text to describe its key ideas.
8.	Identify the reasons an author gives to support points in a text.
9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity	
10.	With prompting and support, read informational texts appropriately complex for grade 1. a. Activate prior knowledge related to the information and events in a text. b. Confirm predictions about what will happen next in a text.
Reading Standards: Foundational Skills	
Print Concepts	
1.	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text**.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards	
Text Types and Purposes	
1.	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.
2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
3.	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.
Production and Distribution of Writing	
4.	(Begins in grade 2)
5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
7.	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).
8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9.	(Begins in grade 4)
Range of Writing	
10.	(Begins in grade 2).
Speaking and Listening Standards	
Comprehension and Collaboration	
1.	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through</p>

	<p>multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>
2.	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>a. Give, restate, and follow simple two-step directions.</p>
3.	<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
Presentation of Knowledge and Ideas	
4.	<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>a. Memorize and recite poems, rhymes, and songs with expression.</p>
5.	<p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
6.	<p>Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p>
Language Standards	
Conventions of Standard English	
1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p>

	<ul style="list-style-type: none"> g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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.
Knowledge of Language	
3.	(Begins in grade 2)
Vocabulary Acquisition and Use	
4.	<p>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.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).
5.	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

	<ul style="list-style-type: none"> b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.
6.	<p>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>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p>