

LINCOLN PUBLIC SCHOOLS
English Language Arts Learning Expectations: Grade 1

Massachusetts
Standards

Strand:
Language

Students will be able
to:

Demonstrate command
of the conventions of
standard English
grammar and usage
when writing or
speaking.
(Standard 1)

Big Ideas

- Through the study of English grammar and word usage, students gain more control over their writing and speaking allowing them to deliver more precise messages.
- The English language varies in formality and regional, cultural, and social dialects.
- Words are learned through immersion in word-rich environments, reading across texts and genres, and explicit instruction.

Key Outcomes

Students will demonstrate an understanding of **language** by:

- Using basic conventions of standard English capitalization, punctuation, and spelling when writing. (Standard 2)
- Determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on Grade 1 Reading and Content, choosing flexibly from an array of strategies. (Standard 4)
- Using 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*). (Standard 6)

Essential Knowledge and Skills

Students will:

- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
- 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*).

- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (*e.g., and, but, or, so, because*).
- Use determiners (*e.g., articles, demonstratives*).
- Use frequently occurring prepositions (*e.g., during, beyond, toward*).
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use frequently occurring affixes as a clue to the meaning of a word.
- Identify frequently occurring root words (*e.g., look*) and their inflectional forms (*e.g., looks, looked, looking*).
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (*Standard 5*)
- Sort words into categories (*e.g., colors, clothing*) to gain a sense of the concepts the categories represent.
- 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*).
- Identify real-life connections between words and their use (*e.g., note places at home that are cozy*).
- 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.