

SD State Standards Disaggregated English Language Arts

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| Strand: | Language | Anchor Standard: | Conventions of Standard English | Grade level: | 1 |
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Standards Relating to Conventions of Standard English

- 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
 - b. Use common, proper, and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
 - 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).
 - f. Use frequently occurring adjectives.
 - g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - h. Use determiners (e.g., articles - a, an, the; demonstratives - this, that, these, those).
 - i. Use frequently occurring prepositions (e.g., during, beyond, toward).
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

- 1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
 - b. Use end punctuation for sentences.
 - c. Use commas in dates.
 - d. Use conventional spelling for words with common spelling patterns.
 - e. Spell grade-appropriate high-frequency words.
 - f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Conventions of Standard English: Relevance and Essential Questions: What's the point?

| <i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i> | <i>Big Idea Statements</i> <i>(What students need to discover)</i> |
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| Why is it important to understand and use grammar when writing and speaking? | Understanding the conventions of grammar and usage helps students become better writers and speakers. |
| Why is it important to correctly use capitalization and punctuation in writing? | Using capitalization and punctuation correctly helps students become better writers. |
| Why is it important to apply spelling patterns and spelling rules when writing? | Applying spelling conventions and rules helps students become better writers. |

Learning Progression: Conventions of Standard English (1.L.1 1.L.2)

| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
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| <p>K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print all uppercase (capital) and lowercase letters of the alphabet using correct formation. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/. d. Understand and use question words (interrogatives). e. Use the most frequently occurring prepositions. f. Produce and expand complete sentences in shared language activities. | <p>1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). 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). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles - a, an, the; demonstratives - this, that, these, those). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | <p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others. b. Use collective nouns (e.g., group, herd, class). c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). d. Use reflexive pronouns (e.g., myself, ourselves). e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). f. Use adjectives and adverbs, and choose between what is to be modified. g. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |
| <p>K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. With prompting and support, capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds | <p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize the first word in a sentence, the pronoun I, dates, and names of people. b. Use end punctuation for sentences. c. Use commas in dates. d. Use conventional spelling for words with common spelling patterns. e. Spell grade-appropriate high- | <p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closing of letters. Use commas to separate single words in a series. c. Use an apostrophe to form contractions and singular possessives. |

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| <p>(phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> | <p>frequency words.</p> <p>f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> | <p>d. Spell grade appropriate high frequency words correctly.</p> <p>e. Generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil).</p> <p>f. Consult print and digital reference materials as needed, to check and correct spellings.</p> |
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| Rigor and Cognitive Complexity | | |
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| Know (Factual) | Understand (Conceptual) The students will understand that: | Do (Procedural/ Application) |
| <p>1.L.1</p> <ul style="list-style-type: none"> ● Capitalization ● Lowercase and uppercase letters ● Spacing ● Singular and plural nouns ● Nouns (common, proper, and possessive) ● Verbs and verb tense ● Pronouns ● Adjectives ● Conjunctions ● Determiners ● Prepositions ● Types of sentences: declarative, interrogative, imperative, exclamatory, compound <p>1.L.2</p> <ul style="list-style-type: none"> ● Capitalization ● Punctuation ● Comma Rules ● Spelling Rules ● Phonetic Spelling Patterns ● High frequency words ● Common Spelling Patterns | <p>1.L.1</p> <p>Writing utilizes uppercase and lowercase letters and correct spacing.</p> <p>Nouns name a person, place, or thing.</p> <p>Nouns can be common, proper, and possessive.</p> <p>Pronouns can be personal, possessive, and indefinite.</p> <p>Verbs name the action in the sentence and must match the noun grammatically.</p> <p>Pronouns can replace another noun in a sentence.</p> <p>Verbs can change depending on the tense.</p> <p>Adjectives describe a noun.</p> <p>Conjunctions, determiners, and prepositions must be used correctly in order for a sentence to make sense.</p> <p>Different types of sentences are used for different reasons.</p> <p>1.L.2</p> <p>First word in the sentence, the pronoun I, dates and names of people are capitalized.</p> <p>All sentences end with punctuation.</p> <p>Commas separate dates.</p> <p>Words are made of patterns.</p> | <p>1.L.1</p> <p>Identify and write all upper and lowercase letters.</p> <p>Use correct spacing.</p> <p>Use common, proper, and possessive nouns correctly.</p> <p>Apply rules of grammar for singular and plural nouns and verb tense.</p> <p>Apply rules of grammar to use pronouns, adjectives, conjunctions, determiners, and prepositions correctly.</p> <p>Produce and expand a variety of sentences (declarative, interrogative, imperative, exclamatory, and compound).</p> <p>1.L.2</p> <p>Capitalize dates, names of people, first word in a sentence and the pronoun I.</p> <p>Apply rules of punctuation.</p> <p>Apply rules of commas to dates.</p> <p>Interpret rules of spelling conventions.</p> |

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| | Some words cannot be sounded out. Untaught words can be spelled phonetically. | Spell grade level high-frequency words. Apply strategies of phonemic awareness to spell untaught words. |
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Student Friendly Language

1.L.1

- I can print all letters in words and sentences correctly.
- I can match verbs with all types of nouns in sentences.
- I can use pronouns correctly when I speak and write.
- I can use past, present, and future verbs correctly when I speak and write.
- I can use adjectives in speaking and writing.
- I can use conjunctions and determiners correctly when I speak and write.
- I can use prepositions when I speak and write.
- I can write simple and compound sentences.
- I can use different types of sentences when I speak and write.

1.L.2

- I can write a capital letter at the beginning of a sentence.
- I can capitalize names and the pronoun I.
- I can use capital letters and commas when I write a date.
- I can use punctuation at the end of a sentence.
- I can spell words correctly that have a common spelling pattern.
- I can spell high-frequency words correctly.
- I can spell unfamiliar words by using spelling strategies.

Key Vocabulary

1.L.1

- Capitalization
- Nouns
- Verb
- Verb tense
- Pronoun
- Adjective
- Conjunction
- Determiners
- Preposition
- Sentence
- Declarative
- Interrogative
- Imperative
- Exclamatory
- Compound sentence

1.L.2

- Capitalization
- Punctuation
- Sentence
- High frequency words
- Spelling patterns
- Commas

Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Using correct grammar in writing and speaking helps us communicate our ideas clearly.

Using correct capitalization, punctuation, and spelling when writing helps convey our ideas clearly to others.

Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

Achievement Level Descriptors

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 - 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).
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| Level 1 | Level 2 | Level 3 | Level 4 |
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| When speaking and writing, students should be able to, with significant support, • Minimally apply or edit grade-appropriate grammar, usage, and mechanics, including legible writing, to clarify a message. | When speaking and writing, students should be able to, with minimal support, • Partially apply or edit grade-appropriate grammar, usage, and mechanics, including legible writing, to clarify a message. | When speaking and writing, students should be able to • Adequately apply or edit grade-appropriate grammar, usage, and mechanics, including legible writing, to clarify a message. | When speaking and writing, students should be able to • Thoroughly apply or edit grade-appropriate grammar, usage, and mechanics, including legible writing, to clarify a message. |