**First Grade Glossary of Elements from CCSS Language Standards (L)**

***Conventions of Standard Language***

**Standard (L.1.1) –**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

1. **Print all upper- and lower-case letters.**
2. **Use common, proper, and possessive nouns.**
3. **Use singular and plural nouns with matching verbs in basic sentences.**
4. **Use personal, possessive, and indefinite pronouns.**
5. **Use verbs to convey a sense of past, present, and future.**
6. **Use frequently occurring adjectives.**
7. **Use frequently occurring conjunctions.**
8. **Use determiners.**
9. **Use frequently occurring prepositions.**
10. **Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.**

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Print upper- and lower-case letters.** | Alphabetic characters; **upper case letter**-one of the large alphabetic **characters** used as the first letter in writing or printing proper names and sometimes for emphasis; also referred to as a **capital** letter;  **lower case letter**-a letter written or printed in a size smaller that and often in a form differing from its corresponding upper case/capital letter. | Uppercase letters- A special way of printing letters that are tall. They show importance and the beginning of a sentence. (A, B, C…)  Lowercase letters- A way of printing letters that can be tall, small or descending. | <http://peabody.vanderbilt.edu/docs/pdf/sped/CASL%20Handwriting%20Program.pdf> |
| **b. Nouns** | A word used to name a person, place, animal, place, thing, and an abstract idea  Often described as *naming words* |  |  |
| b. Common Nouns | Words that name people, places, things, or ideas, but they are not the actual NAMES of people, places, or things. | boy, girl, yard, school, toy, bear |  |
| b. Proper Nouns | Gives the actual name of the person, place, thing, or idea. | Michelle, Michigan, Roscommon, Sony |  |
| b. Possessive Nouns | Nouns that show ownership or possession. | Nicole’s cat ran away.  The car’s bumper was bent.  My dog’s collar is red. |  |
| c. Singular Nouns with matching verbs | A singular noun is a word that means only one person, one place, one thing, or one idea. The verb tense must match the noun. | He hops.  The boy listens.  The dog barks. |  |
| c. Plural Nouns with matching verbs | A plural noun refers to a word that means more than one person, place, thing, or idea. The verb tense must match the noun. | We hop.  The boys listen.  The dogs bark. |  |
| **d. Pronouns** | A word that takes the place of a noun. | I, me, he, she, it |  |
| d. Personal pronouns | A pronoun denoting the person speaking , the person spoken to, or the person or thing spoken about. | he, she, it, they, him, her, them |  |
| d. Possessive pronouns | A pronoun that shows ownership and shows when something belongs to them. | mine, his, ours |  |
| d. Indefinite pronouns | Words for a person, place, or thing that we don’t know much about. | anyone, everything, somebody |  |
| **e. Verbs** | A word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence. |  |  |
| e. Past verbs | A verb used to express an action or condition prior to the time it is expressed. | Yesterday I walked home. |  |
| e. Present verbs | A verb used to express a current action or condition. | Today I will walk home. |  |
| e. Future verbs | Actions that haven’t happened yet. | Tomorrow I will walk home. |  |
| **f. Adjectives** | Words that tell about the person, place, thing, or idea. | pretty, bumpy, green |  |
| **g. Conjunctions** | Words that connect parts of sentences together. | and, but, so, because |  |
| **h. Determiners** | A word comes before the person, place, thing, or idea. |  |  |
| h. article | A word that leads to a person, place, thing, or idea. | a, an, the |  |
| h. demonstrative | A word that zooms in on a person, place, or thing or a group of people, places, or things near or far. | There are only four: this, that, these, those |  |
| **i. Prepositions** | Words that tell where something is in a place or time. | at, by, in, to , from, with  The dog is **by** the door.  The dog barked **during** the concert. |  |
| **j. Sentence types** |  |  |  |
|  | **Complete simple sentences** tell who/what and the action that occurred. Includes a noun and a verb as a minimum. | The dog ran. |  |
|  | **Compound declarative sentences** combine two simple sentences using a connecting word (and, but, or, so , because…). | The dog ran because he saw a cat. |  |
|  | **Declarative sentences** tell something. | The black dog barked. |  |
|  | **Interrogative sentences** ask a question. | Did the dog bark? |  |
|  | **Imperative sentences** give a command, issues a request, or expresses a desire or wish. | Put that dog on a leash. |  |
|  | **Exclamatory sentences** express strong feeling. | Watch out! |  |

**Standard (L.1.2) –**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. **Capitalize dates and names of people.**
2. **Use end punctuation for sentences.**
3. **Use commas in dates and to separate single words in a series.**
4. **Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.**
5. **Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.**

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Capitalization** | To begin a word with an upper-case letter. Used at the beginning of a sentence, for a proper noun, or for the word “I”. | Barbara was born on Saturday, January 9th. |  |
| **b. End Punctuation** | To mark the ends of sentences using the correct symbol. | Period: The dog ran.  Question mark: Where did the dog go?  Exclamation point: Watch out! |  |
| **c. Commas** | A punctuation mark used to indicate a separation of ideas or of elements within the structure of a sentence. | September 19, 1977 is my birthday.  I need to buy apples, oranges, bananas, and pears. |  |
| **d. Conventional Spelling** | Knowing some words automatically and how they are spelled even if it is not easy to hear the sounds. Spelling patterns that have been taught and common sight words should be spelled in the established, accepted way. | See Spelling Scope and Sequence for the expected spelling patterns.  Wall Words can be used as the list for accountable words. |  |
| **e. Phonetic spelling** | Phonetic spelling is the representation of vocal sounds which express pronunciations of words. It is a system of spelling in which each letter represents invariably the same spoken sound. | Easy to sound out words: bat, dig, fan, run  Some “invented” spelling is still acceptable but students should be moving toward conventional spelling. For example, “wut” for what. |  |

***Knowledge of Language***

**Standard (L.1.3) –**Begins in grade 2

***Vocabulary Acquisition and Use***

**Standard (L.1.4) –**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

1. **Use sentence-level context as a clue to the meaning of a word or phrase.**
2. **Use frequently occurring affixes as a clue to the meaning of a word.**
3. **Identify frequently occurring root words and their inflectional forms.**

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Sentence-level Context Clues** | Using the way a sentence is put together to figure out the meaning of an unknown word or chunk of words. Student uses syntax, and how the rules of grammar and word order shape the meaning of a sentence or passage. | The dog chased the cat.  vs  The cat was chased by the dog. |  |
| **b. Affixes** | A word part added to the beginning (prefix) or end (suffix) of a root or base word to create a new meaning. | *Dis*like  Tall*est* |  |
| **c. Root words** | The important part of the word that holds most of the meaning of that word. | Look  Stop |  |
| **c. Inflectional forms** | A word and its endings. | Looks  Looked  Looking  Stops  Stopped  Stopping |  |

**Standard (L.1.5) –**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

1. **Sort words into categories to gain a sense of the concepts the categories represent.**
2. **Define words by category and by one or more key attributes.**
3. **Identify real-life connections between words and their uses.**
4. **Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.**

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Category** | A specifically defined division in a system of classification; groups | Things that live on land vs. things that live in water.  Colors  Clothing |  |
| **b. Attributes** | Word category (group) that tells about (describes) a person or thing. | A duck is a *bird that swims*.  A tiger is a *large cat with stripes.* |  |
| **c. Real-life Connections** | To associate or consider as related, based on words and their use. | Places at home that are *cozy*.  I have to be *patient* when I go fishing with my dad. |  |
| **d. Shades of Meaning** | Slight difference or variation; nuance. | Verbs: look, peek, glance, stare, glare, scowl  Adjectives: large, gigantic, huge, rotund, massive |  |

**Standard (L.1.6) –**Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

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| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **Transfer** | This standard is about students using the words and phrases learned and applying them in formal and informal conversations, in their reading, and in their writing. | Circle time conversations will include correct usage of sentence structure.  During the sharing time of workshop, students will utilize vocabulary that has been introduced.  In writing, students will begin to utilize inflections correctly, recognizing the familiar spelling patterns. |  |
| **Conjunctions** | A conjunction is a joiner, a word that connects two parts of a sentence. | And, but, or, yet, for, nor, so, because, when, then, until, before, after… |  |