

Parent Guide to Grammar in OJR

1st Grade

Grammar, conventions, and language usage are foundational skills taught as part of the OJR English Language Arts (ELA) Curriculum. These skills are taught within the core curriculum and are aligned with state grade level expectations. The focus for instruction in these areas is on application in reading texts and writing narratives, informational, and persuasive pieces.

Some examples of how of students are taught foundational skills in reading and writing:

- As readers, students are taught to notice the author's use of commas to separate items in a series, understand simple verb-tense agreement to indicate time, and look at important words that authors using in telling stories or teaching us in an informational text.
- As writers, students are taught to use conventions to create meaning in narratives, persuasive essays, and informational texts. Writers learn that punctuation signals the reader to attend to important ideas and that proper nouns are important so they need to be capitalized.

In this handout you will find the expectations, or “non-negotiable,” for your child’s grade level. At home parents can support the mastery and automaticity of these skills by having your child consistently use skills taught in the previous year when publishing writing or completing homework in all subject areas. When students are drafting new pieces of work, the focus is on constructing meaning. In new writing pieces, editing and “non-negotiable” expectations can be addressed in revising and editing work closer to publication. As students learn new skills throughout this year, you can begin to add those new grade level skills to the “non-negotiable” list from previous years.

You may notice some repetition of skills in previous or subsequent grades. This expectation repeats intentionally to support student learning and application of the skills in more complex pieces of writing.

All grade level skills can be found by accessing these documents at: <http://ojrsd.schoolwires.net/Page/6317>

Finally, information on handwriting/keyboarding expectations is included to help reinforce when students should be using those skills consistently.

Grammar, Conventions, & Language Usage ~ Grade 1

| | Grade K *Reinforce these skills at home and have students use in writing “Non-Negotiables” | Grade 1 *Reinforce and add to the “Non-Negotiables” list as skills are introduced throughout the year | Grade 2 *Students may using, but confusing these skills and do not need to be reinforced at this time |
|--|--|---|---|
| Grammar | <ul style="list-style-type: none"> Demonstrates a grade appropriate command of the conventions of standard English grammar and spelling in oral language. | <ul style="list-style-type: none"> Use the simple verb tenses (e.g., <i>I walked; I walk; I will walk</i>). | <ul style="list-style-type: none"> Identifies nouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Use the simple verb tenses (e.g., <i>I walked; I walk; I will walk</i>). |
| Punctuation | <ul style="list-style-type: none"> Recognizes and uses end punctuation and spacing between words. | <ul style="list-style-type: none"> With prompting and support, capitalize names of people. Uses word wall as a spelling resource With prompting and support, use end punctuation; use commas in dates and words in series. | <ul style="list-style-type: none"> Capitalize proper nouns. Use commas and apostrophes appropriately. Use quotation marks around the speaker’s exact words |
| Spelling | <ul style="list-style-type: none"> Spells simple words phonetically. Uses sight words | <ul style="list-style-type: none"> With prompting and support spells words drawing on common spelling patterns, phonemic awareness and spelling conventions appropriate to beginning writers | <ul style="list-style-type: none"> Spell words drawing on common spelling patterns. Consult reference material as needed. Spell word wall words correctly. |
| Editing/ Revising | <ul style="list-style-type: none"> Child reads back their writing. | <ul style="list-style-type: none"> With prompting and support, chooses words and phrases for effect. Reads back their writing | <ul style="list-style-type: none"> Choose words and phrases for effect.* |
| Production and Distribution of Writing Process & Handwriting | N/A | <ul style="list-style-type: none"> Revises and edits with teacher support and guidance | <ul style="list-style-type: none"> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. Writes fluently in manuscript. |