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Core Standard: L.1.1: Students will use frequently occurring **adjectives**.

**1. Adjectives**

Adjectives are words that add information to nouns and pronouns. They are important in writing because they are used to add detail. Adjectives describe the color, size, shape, number, or any other aspect of a noun or pronoun. In the following sentences, adjectives are underlined.

Examples of **adjectives**:

- The brownies smell **good**.
- She was **happy** to be home.
- My mother is very **beautiful**.

Core Standard: L.1.2: Students will **capitalize** dates and names of people.

**2. Capitalization**

Capital letters, or uppercase letters, make words stand out on a page. In general writing, a capital letter is used for the first word of every sentence. Certain words are always capitalized: the **personal pronouns** I and I’m; and **proper nouns** (days of the week, months, holidays; and names of people, places, and things).

Examples of **capitalization**:

- I’m going shopping the day after **Thanksgiving** with **Antoine**.
- I am excited to go to the movies with **Sandra**.
- This year **Christmas** is on **Sunday, December 25**th.
Core Standard: L.1.2: Students will use **commas** in dates and after each item in a series.

### 3. Commas

In a date, the comma goes after the day (number). Use a comma after each item in a series of at least three items. (It has become acceptable to omit the comma before the “and” in a series. However, it is important to be consistent.)

Examples of **commas**:
- July 4, 1776
- January 1, 2000
- I still need to take a test, write an essay, and check out a book.
- I dislike spinach, broccoli, and cauliflower.
- I dislike spinach, broccoli and cauliflower. (Acceptable.)

Core Standard: L.1.1a: Students will use **common**, **proper**, and **possessive nouns**.

### 4. Common Nouns

Common nouns are the general (not specific) words for people, places, things, and ideas. Unless they begin a sentence, common nouns do not begin with a capital letter.

Examples of **common nouns**:
- people: woman
- places: river
- things: pencil
- ideas: dream
Core Standard: L.1.1: Students will use frequently occurring **conjunctions** (e.g., and, but, or, so, because).

5. **Conjunctions**

Conjunctions are words that join or link other words, phrases, and clauses within a sentence.

Examples of **conjunctions**:
- The ocean is beautiful but scary. (words)
- We can shop in the morning or in the evening. (phrases)
- The man runs up the hill, and then he rests at the top. (clauses)

Core Standard: L.1.1: Students will use **determiners** (e.g., articles, demonstratives).

6. **Determiners**

Determiners are words that begin noun phrases. They include articles, demonstratives, possessive pronouns, adjectives, and cardinal numbers.

Examples of **determiners**:
- Articles (a, an, the): She was born in the hospital and got a birth certificate.
- Demonstratives (that, these, this, those): Marge didn’t know if she wanted to wear this bathing suit or that bathing suit.
- Possessive Pronouns (his, my, your, her, their, our, its): I left my pencil on her desk.
- Adjectives (all, every, most, few, some, each, many): Each of the children took a few pieces of candy.
- Cardinal Numbers (six, sixteen, sixty): They ate three pieces of candy and had one juice box.
Grammar & Conventions - Common Core  Part I

1st Grade Core Standard: L.1.1 & L.1.2

“Students will demonstrate command of the conventions of Standard English grammar and usage when writing or speaking and demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.”

Core Standard: L.1.2: Students will use **end punctuation** for sentences.

7. **End Punctuation**

A period (.) is used to end a sentence. It may also be used in initials, abbreviations, or as a decimal point. A question mark (?) is used at the end of a sentence when a direct question is asked. An exclamation point (!) is used at the end of a sentence to express strong feeling.

Examples of **end punctuation**:
- Period: Ashton won the pie-eating contest.
- Period and Decimal Point: The pizza was $5.00.
- Question Mark: Are you coming over today?
- Exclamation Point: Happy Birthday!

Core Standard: L.1.2: Students will use conventional spelling for words with common spelling patterns and for **frequently occurring irregular words**.

8. **Frequently Confused Words**

<table>
<thead>
<tr>
<th>a, an</th>
<th>ate, eight</th>
<th>by, buy</th>
<th>creak, creek</th>
</tr>
</thead>
<tbody>
<tr>
<td>accept, except</td>
<td>bare, bear</td>
<td>capital, capitol</td>
<td>dear, deer</td>
</tr>
<tr>
<td>allowed, aloud</td>
<td>blew, blue</td>
<td>cent, scent, sent</td>
<td>die, dye</td>
</tr>
<tr>
<td>a lot, allot</td>
<td>board, bored</td>
<td>choose, chose</td>
<td>desert, dessert</td>
</tr>
<tr>
<td>already, all ready</td>
<td>brake, break</td>
<td>close, clothes</td>
<td>dew, do, due</td>
</tr>
<tr>
<td>ant, aunt</td>
<td>breath, breathe</td>
<td>coarse, course</td>
<td>doesn’t, don’t</td>
</tr>
<tr>
<td>flower, flour</td>
<td>for, four</td>
<td>good, well</td>
<td>hair, hare</td>
</tr>
<tr>
<td>heal, heel</td>
<td>hear, here</td>
<td>heard, herd</td>
<td>Hi, high</td>
</tr>
<tr>
<td>hole, whole</td>
<td>hour, our</td>
<td>its, it’s</td>
<td>knew, new</td>
</tr>
</tbody>
</table>
8. Frequently Confused Words (cont.)

Examples of frequently confused words:

- knot, not knows, nose lay, lie lead, led
- meat, meet metal, medal miner, minor
- one, won pain, pane pair, pear passed, past
- peace, piece peak, peek petal, pedal
- poor, pore, pour raise, rays read, red
- principal, principle scene, seen sea, see
- quiet, quit, quite some, sum son, sun
- wear, where which, witch who, whom
- weather, whether wood, would your, you’re
- their, there, they’re threw, through
- waist, waste way, weigh

Core Standard: L.1.1: Students will use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

9. Nouns with Matching Verbs

Singular nouns name one person, place, thing, or idea. Plural nouns name more than one person, place, thing, or idea. One common ending for plural nouns is -s. A verb tells what the subject of a sentence is doing, being, or feeling. In the following examples, verbs are underlined.

Examples of nouns with matching verbs:
- Singular: He hops.
- Plural: We hop.
- Singular: She runs.
- Plural: They run.
Core Standard: L.1.1: Students will use common, proper, and possessive nouns.

10. Possessives

“Possessive Nouns” are nouns that show ownership. Ownership is indicated by adding an apostrophe to the name of the owner.

Examples of possessive nouns:

If a plural noun ends in an -s or -z, just add an apostrophe.
  o The girls’ locker room is neat and organized. (plural)

If a singular noun ends in an -s or -z, add an apostrophe and an -s.
  o Chris’s hair is short and brown.

For plural nouns that do not end in -s, add an apostrophe and an -s.
  o The children’s playground is closed because it is raining.

To form shared possessives add an apostrophe and an -s to the last noun only.
  o Tina, Greg, and Will’s project earned an A+.

To form the possessive with an indefinite pronoun, add an apostrophe and an -s.
  o Somebody’s lunch was left in the cafeteria.
  o It was everyone’s idea to play tag at recess.
Core Standard: L.1.1: Students will use frequently occurring **prepositions** (e.g., during, beyond, toward).

**11. Prepositions**

Prepositions give information about the position of something or someone. They are usually placed before nouns, noun phrases, and pronouns in a sentence. In the following examples, *prepositions* are underlined and *nouns/pronouns* are in gray.

Examples of **prepositions**:
- I read a book during my visit to the library.
- They waited for him beyond the bathroom.
- I looked toward the sky and into the clouds.

Core Standard: L.1.1: Students will use personal, possessive, and indefinite **pronouns** (e.g., I, me, my, they, them, their, anyone, everything).

**12. Pronouns**

Pronouns are words used in place of a noun when writers do not want to repeat a noun in a sentence or paragraph. They can be singular or plural and in first, second, or third person. Personal pronouns name people or things, possessive pronouns show ownership, and indefinite pronouns refer to an unknown person or thing.

**Personal Pronouns:** I, me, my, you, he, him, she, it, we, us, they, them **Possessive Pronouns:** my, mine, your, yours, his, her, hers, its, our, ours, their, theirs **Indefinite Pronouns:** somebody, anyone, everybody, anybody, either, neither, everything, nothing
12. **Pronouns Cont.**

Examples of **pronouns:**
- I made a peanut butter and jelly sandwich. (personal)
- Our bus left for the zoo early in the morning. (possessive)
- Everybody in class likes recess. (indefinite)

Core Standard: L.1.1: Students will use common, **proper**, and possessive **nouns**.

13. **Proper Nouns**

Proper nouns are the names of particular people, places, and things. They always begin with a capital letter.

In the following sentences, the proper nouns are shaded in gray.

Examples of **proper nouns:**
- people: Will Smith
- places: Jamaica
- things: Chex Mix
Core Standard: L.1.2: Students will use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

14. Spelling Patterns

Word families are groups of words that have a common feature or pattern.
- For example: -ing: thing, sing, swing, ring, king; -et: met, let, set, get; -ice: rice, nice, dice, spice, slice; -ay: play, say, way, today

Position-based spelling refers to the position of letters in a word which determine its spelling and produce a unique sound.
- For example, -ck may appear in the middle (package) or at the end of a word (pick), but never at the beginning.

Ending rules determine how a word is spelled.
- For example:
  - Words that end with an ‘I’ sound are often spelled with a ‘y’ at the end; shy, my.
  - Words that end in a vowel followed by a ‘y’ can add the suffix -ed or -ing without changing the root word; play becomes played.

Meaningful word parts are roots of words that are seen in more than one word.
- For example:
  - The word ‘heal’ is the root of the word ‘health’.
Core Standard: L.1.2: Students will spell unfamiliar words phonetically, drawing on phonemic awareness and spelling conventions.

15. Spelling Phonetically

Phonemes are small units of speech sounds that are created by letters and letter pairs. They are useful in learning how to sound out words in reading and writing. They refer to only what you hear, not to what you see.

The /n\ and /t\ in "pin" and "pit" are different phonemes.
The /e\ in “turn” and “flirt” are the same phoneme.

Syllable patterns in words, also, help the writer sound out and spell words.
- In a consonant-vowel-consonant word, the vowel has a short sound: b-a-t.
- In a consonant-vowel-consonant-e word, the vowel has a long sound and the ‘e’ is usually silent: h-o-m-e.
- In a consonant-vowel-vowel-consonant word, the first vowel has a long sound: g-r-a-i-n.

Core Standard: L.1.1: Students will produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

16. Types of Sentences

A complete sentence contains a subject and a predicate that work together to express a complete thought.
16. Types of Sentences (cont.)

A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought.

A compound sentence contains two or more simple sentences, independent clauses, joined by a conjunction.

Examples of types of sentences:
- Declarative (states/declares something): Hand sanitizer kills germs on your hands.
- Interrogative (asks a question): How tall are you?
- Imperative (gives commands/orders/directions): Finish your homework before dinner.
- Exclamatory (expresses strong feeling): We came in first place at the race!

Core Standard: L.1.1: Students will print all upper- and lowercase letters.

17. Uppercase and Lowercase Letters

The alphabet contains 26 letters that are used to spell words. These letters may be upper- or lowercase depending on their position in a sentence.

Uppercase:
- A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lowercase:
- a b c d e f g h i j k l m n o p q r s t u v w x y z
Core Standard: L.1.1: Students will use verbs to convey a sense of the past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

18. Simple Verb Tenses

Simple verb tenses include present, past, and future. The tense of a verb indicates when the action expressed by the verb is taking place. For example: I walk (present tense), I walked (past tense), I will walk (future tense).

Examples of simple verb tenses:
- Present (is happening now): I am going to gymnastics practice.
- Past (has happened already): Joey kicked the soccer ball yesterday.
- Future (will happen): My class will practice spelling today.
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12. Regular Plural Nouns
13. Simple Sentences
14. Verbs
1. Adverbs

Adverbs are words that modify a verb, an adjective, or another adverb. Adverbs often tell when, where, why, or under what conditions something happens. There are also, adverbs that make the word being modified negative. Adverbs frequently end in -ly. (However, not all words ending in -ly are adverbs.)

Examples:
- Modifying a verb – The kids play outside at recess. (tells where)
- Modifying an adjective – Clara drove a very fast car. (tells more about the adjective “fast”)
- Modifying another adverb – Karen moved quite slowly down the sidewalk. (tells more about the adverb “slowly”)
- Creating a negative – Grandpa will not attend the wedding. (changes or modifies the verb “attend”)

2. Collective Nouns

Collective nouns describe groups of people, things, or animals.

Examples of collective nouns:
- Groups of people: audience, family, team, class, crowd, group
- Groups of things: pack (of gum), pair (of shoes), pile (of clothes), bunch (of flowers)
- Groups of animals: pride (of lions), herd (of cattle), school (of fish), pack (of wolves), flock (of sheep)
3. Commas in Greetings and Closings

The comma is a punctuation mark used in sentences to separate words, phrases, and clauses. It is also used in the greeting and closing of a letter.

Examples of using a comma in the greeting of a letter:
  o Dear Julie,
  o Dear Sir,
  o Dear Aunt Claudia,

Examples of using a comma in the closing of a letter:
  o Sincerely,
  o Thank you,

4. Complete Sentences

A complete sentence contains a subject and a predicate that work together to express a complete thought.

Examples of complete sentences:
  o John spent his afternoon coloring and reading.
  o Chelsea goes to the doctor today.
  o I love to swim at the lake.
  o Keshav likes to ride his bike.
5. **Compound Sentences**

A compound sentence contains two simple sentences, independent clauses, joined by a conjunction. In the following sentences, subjects are underlined, and verbs are shaded in gray.

Examples of **compound sentences**:
- I worked hard on my homework, and my sister watched T.V.
- Malik played baseball instead, so Brett ran home to eat.
- Asia felt hungry, so she ate a sandwich.

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6. **Contractions**

A contraction is a shortened word or phrase. The apostrophe shows where letters have been omitted to form the contraction.

Examples of **contractions**:

- aren’t
- doesn’t
- hadn’t
- I’d
- wasn’t
- what’s
- isn’t
- didn’t
- can’t
- haven’t
- he’ll
- I’ll
- we’re
- I’ve
- you’re
- we’ll
- hasn’t
- has
- will
- are
- have
- you
- we
- that’s
- were
- they
- should
- here’s
7. Irregular Plural Nouns

Plural means “more than one.” Irregular plural nouns do not follow the same rules as regular plural nouns. These nouns have an unusual plural form.

Examples of irregular plural nouns:
- Noun ends with -fe: Change -f to -v and add -s. knife → knives
- Noun ends with -o: Add -es. tomato → tomatoes
- Noun ends with -f: Change -f to -v and add -es. loaf → loaves
- Noun ends with -is: Change -is to -es. analysis → analyses
- Noun ends with -y: Change -y to -ies. baby → babies

In some irregular plural nouns, the vowel—and sometimes the whole word—needs to be changed. For example: man → men; tooth → teeth; mouse → mice; foot → feet.

Plural nouns that do not change: deer, fish, sheep, blues.

8. Irregular Verbs

Irregular verbs are those that do not add the suffix -ed to form their past tense and past participle. For example, sit (present tense) becomes sat (past tense) and tell (present tense) becomes told (past tense). To form these tenses, the middle vowel, or even the entire word, changes.

Examples of irregular verbs: (present tense, past tense, past participle)

- speak, spoke, spoken
- write, wrote, written
- take, took, taken
- go, went, gone
- drink, drank, drunk
- swim, swam, swum
- fall, fell, fallen
- hide, hid, hidden
- drive, drove, driven
- wear, wore, worn
- tear, tore, torn
- has, have, had
- sing, sang, sung
- am, was, been
- see, saw, seen
- shake, shook, shaken

Verbs whose present and past tenses, and past participle are all identical: burst, cost, cut, hurt, let, put, set, spread.
9. **Question Words**

One-word questions are usually used in dialogue or speech. They include: Who? What? Where? When? Why? and How?

Examples of **question words**:
- Who is that?
- What is your name?
- Where do you live?
- When does school start?
- Why are we going?
- How do you feel?

10. **Reference Materials**

Reference materials present facts and information about a topic in an organized way. There are usually different headings that contain pieces of information.

Dictionaries contain alphabetically arranged words, with their definitions. A dictionary is an important tool for checking and correcting the spellings of words. It also provides meanings of words.

Examples of **print reference materials**:
- dictionary
- thesaurus
- encyclopedia

Examples of **web-based reference materials**:
- [http://www.thesaurus.com/](http://www.thesaurus.com/)
11. Reflexive Pronouns

Reflexive pronouns represent the subject of a sentence. The reflexive pronouns are: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

Examples of reflexive pronouns:
- I tied my shoes by myself.
- The students prepared their science projects themselves.
- Nicholas made dinner for himself.

12. Regular Plural Nouns

Plural nouns name more than one person, place, thing, or idea. They are formed by changing the ending of the noun. Common endings are: -s, -es

Examples of regular plural nouns:
- cloud (singular) + -s = clouds (plural)
- dog (singular) + -s = dogs (plural)

Nouns that end in -s, -x, -z, -ch, -tch, -sh become plural by adding -es:
- wish (singular) + -es = wishes (plural)
13. Simple Sentences

A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought. In the following sentences, subjects are underlined, and verbs are in gray.

Examples of simple sentences:
- Some students like to study in the mornings.
- Malik and Brett play football every afternoon.
- Asia goes to the mall to go shopping.

14. Verbs

A verb tells what the subject of a sentence is doing, being, or feeling. It connects the subject to another word or words in the sentence.

Examples of verbs:
- Tommy kicked the soccer ball at the goal. (doing)
- Sam was happy that he won the spelling bee. (being, doing)